



Thematic Module 1A




On with the Show!



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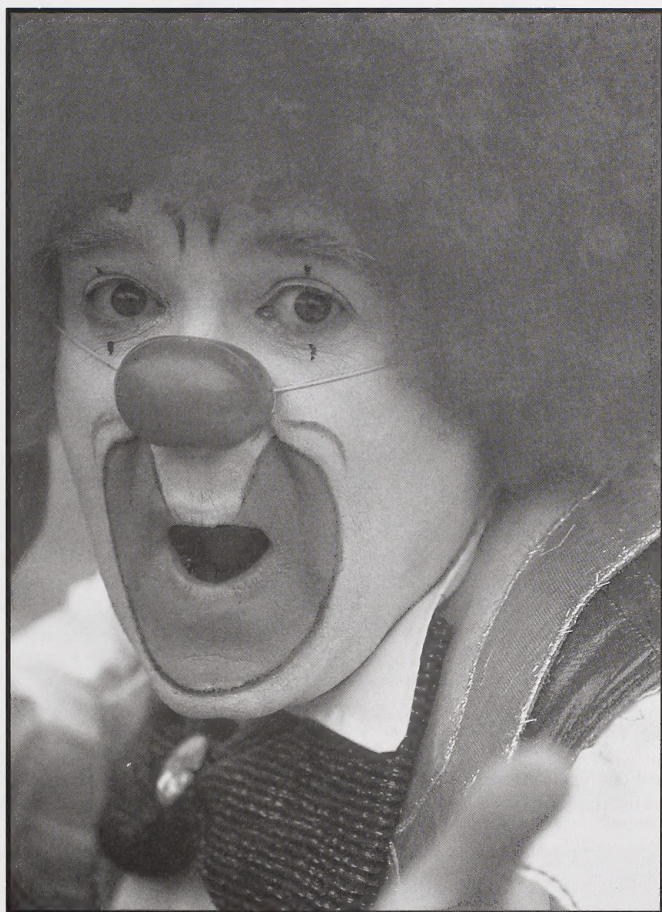
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Thematic Module 1A

On with the Show!

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



Alberta Learning
10155 – 102 Street
Edmonton, Alberta T5J 4L5



Ministry of Education
PO Box 9150, Stn Prov Govt
Victoria, British Columbia V8W 9H1
Internet: <http://www.gov.bc.ca/bced/>

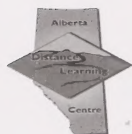


Learning Technologies Branch
Box 4000
Barrhead, Alberta T7N 1P4
Tel: (780) 674-5350, Fax: (780) 674-6561



**OPEN
SCHOOL**

Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia V8W 1T7
Internet: <http://www.openschool.bc.ca/>



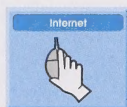
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta, Canada T7N 1P4
Tel: (780) 674-5333, Fax: (780) 674-6977
Internet: <http://www.adlc.ab.ca/home>



Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta T5L 4X9
Tel: (780) 427-2767, Fax: (780) 422-9750

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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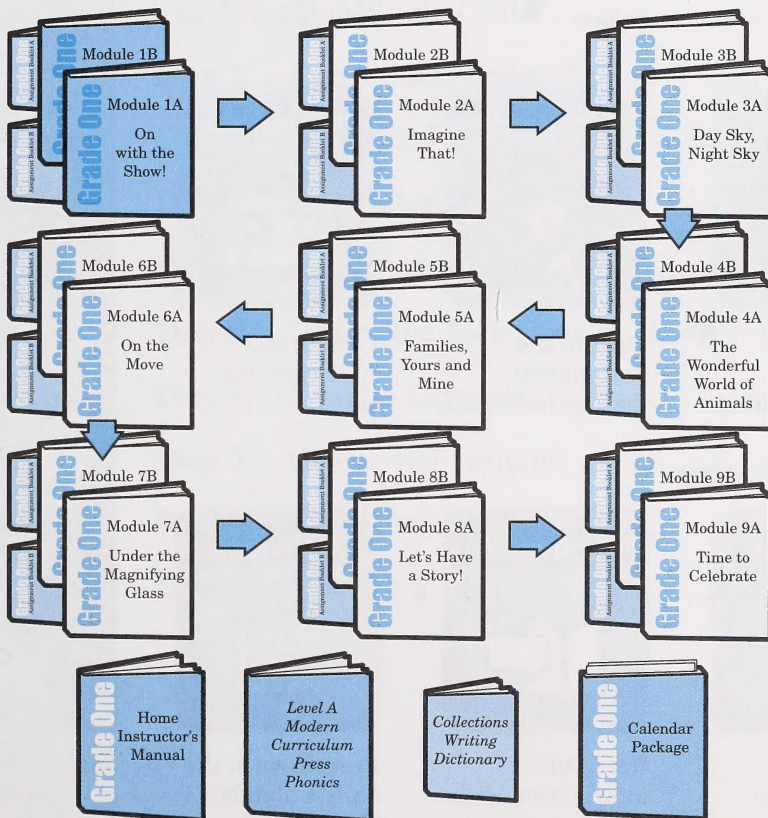
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Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

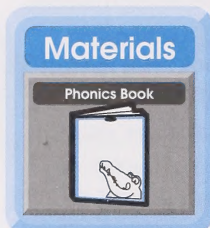
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor’s Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



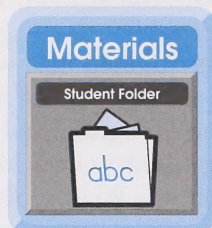
Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

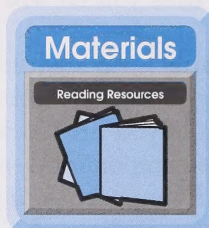
Icons: Materials



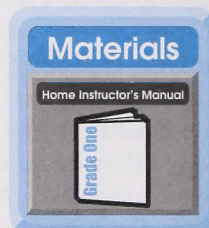
Turn to the
Level A: Modern Curriculum Press Phonics book.



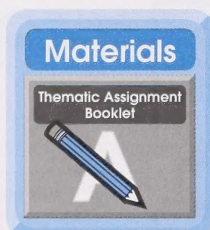
Place an item in the Student Folder.



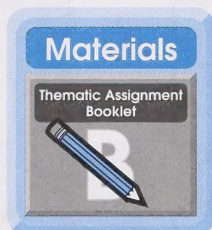
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



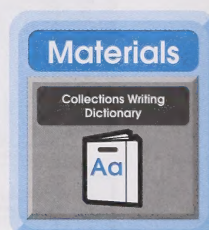
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

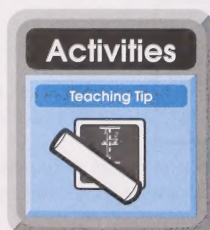


Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.



Access the Internet for the student. (This activity is always optional.)

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Module 1 Overview

On with the Show!



Welcome, ladies and gentlemen, to the world of entertainment—a world that will amaze and delight you! Over the next few weeks, your student will discover a variety of performing arts—the circus, tricks, jokes and riddles, puppet plays, shadow games, music, and art exhibits.

The Thematic program integrates several subject areas—Language Arts, Science, Social Studies, Health and Life Skills, Music, Art, Drama, and Physical Education—under one common theme per module. Several important concepts underlie the theme of each module. For Module 1 concepts, see the following pages. The student will choose activities and then create, practise, and perform an act for others.

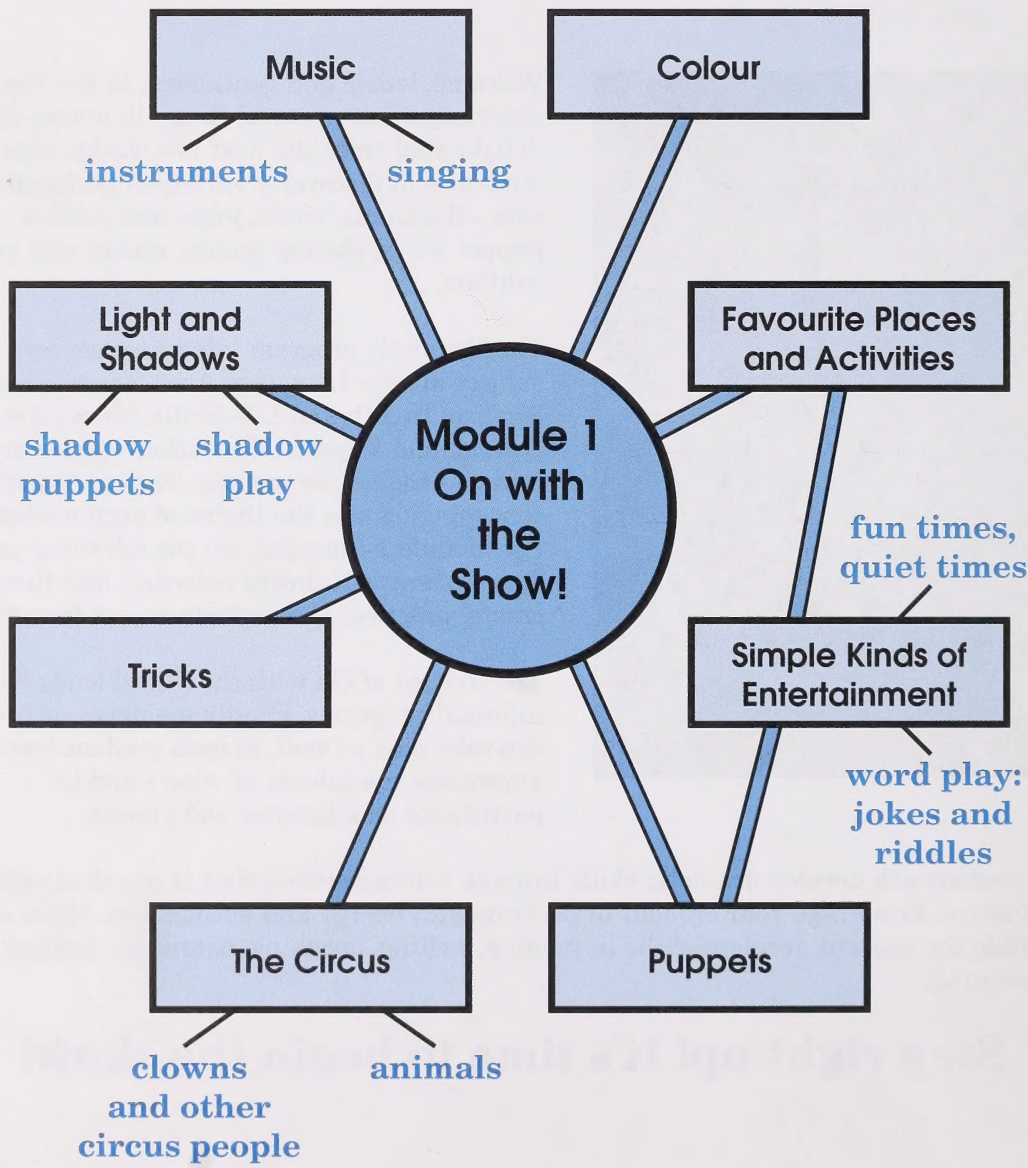
The content of *On with the Show!* lends itself to informal programs. Family members or friends can take part as well, so each student learns to appreciate the talents of others and to participate as a listener and viewer.

Your student will develop dramatic skills through self-expression that is physical and imaginative. Encourage your student to perform with energy and enthusiasm. Have some fun while the student develops skills in reading, writing, speaking, listening, viewing, and representing.

Step right up! It's time to begin the show!

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

Because of the integrated nature of this Thematic program, objectives from one subject area often relate to or overlap with those of another. By helping the student form curriculum connections, this program makes learning more meaningful and enjoyable.

In this module, the student will meet many curriculum objectives while discovering a variety of entertainment forms and performance arts. Much of this module builds on what the student already knows. The skills and concepts below are only a sample of the total educational package in **On with the Show!**

Language Arts Skills

- **Speaking and Listening (the foundation of literacy)**

Speaking—expressing preferences, increasing speaking vocabulary (adjectives, opposites, subject matter words), speaking in complete sentences when appropriate, developing correct articulation, speaking to an audience using principles from drama (speaking clearly, easily, expressively, and energetically)

Listening—experiencing various listening activities, following directions, searching for details, participating as an audience member

- **Reading**—recognizing upper- and lower-case letters, reciting alphabet letters in order, reading aloud with fluency and accuracy after rehearsal, developing a sense of story, identifying various forms of text (story, song, poem, joke, play), using various strategies to discover meaning in print (See the Learning to Read chart in the Home Instructor's Manual.)

Phonics—recognizing beginning consonants (**s, t, m, p, c, k, n, b, h, r, f, j**), hearing about the “short a” sound and the **sh** letter combination

- **Writing**—using a displayed alphabet to aid writing, writing about personal ideas and experiences, changing or extending text (rewriting rhymes or songs, completing pattern sentences), demonstrating awareness of capital letters and periods when writing simple sentences

Printing—forming circles and lines, experimenting with paper (lined, unlined, or with a base line), forming letters (**Ss, Tt, Mm, Pp, Cc, Nn, Bb, Hh, Rr, Ff, Jj**)

- **Viewing and Representing**—experiencing various viewing activities, drawing about personal ideas and experiences

Other Subject Skills

- **Science**—experimenting with colour, mirrors and reflections, shadows, musical instruments, sound
- **Health and Life Skills**—learning about nutrition, fitness, sense of body awareness, protection of sense organs; developing awareness of personal interests, abilities, and feelings; respecting potential excellence in self and others; setting goals, practising stating preferences, and self-evaluating
- **Physical Education**—gymnastics and creative movement
- **Drama**—experimenting with dramatic forms (story theatre, readers' theatre, puppetry, choral speaking), using voice, acting a role, practising performance skills, participating as an audience member
- **Visual Arts**—demonstrating knowledge and skill in painting, using primary and secondary colours, visual awareness
- **Music**—understanding, appreciating, and responding to changes in music (volume, pitch, tempo, rhythm); recognizing sounds of common musical instruments; making and experimenting with instruments; singing; creating body percussion (clapping, tapping, and slapping thighs)

Note: Students are not expected to master all of these concepts and skills at this time but will **work toward mastery** throughout the program.

Module Materials

Books

- Calendar Package
- *Level A: Modern Curriculum Press Phonics* book, selected pages
- *Collections Writing Dictionary*

Reading Resources

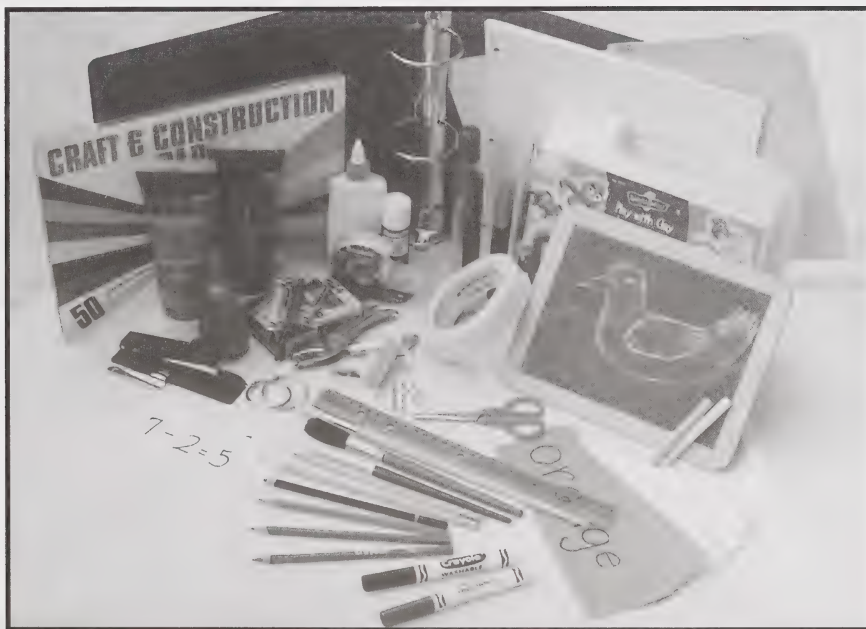
- *Collections: I'm Busy*
- *Collections: One in the Sun*
- *Collections: Up the Hill*
- *Teddy Bear, Teddy Bear* by Robert and Marlene McCracken
- *Toes in My Nose* by Sheree Fitch
- *What Can You Do?* by Robert and Marlene McCracken

Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond
- *The Orchestra* with Peter Ustinov and the Toronto Philharmonic Orchestra
- *Classics for Children* by Boston Pops Orchestra, Arthur Fiedler Conductor

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic Program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



See the Master List of Required Materials in the Home Instructor's Manual for further information.

Student Folder

Materials

Student Folder



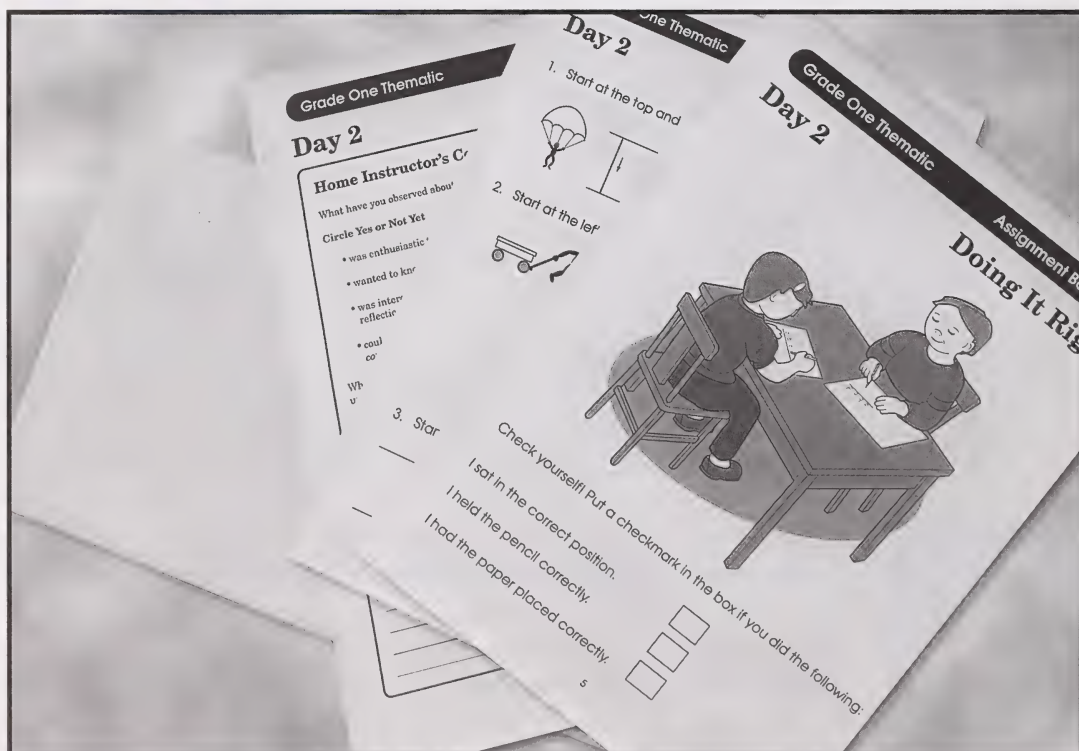
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

Materials

Home Instructor's Manual



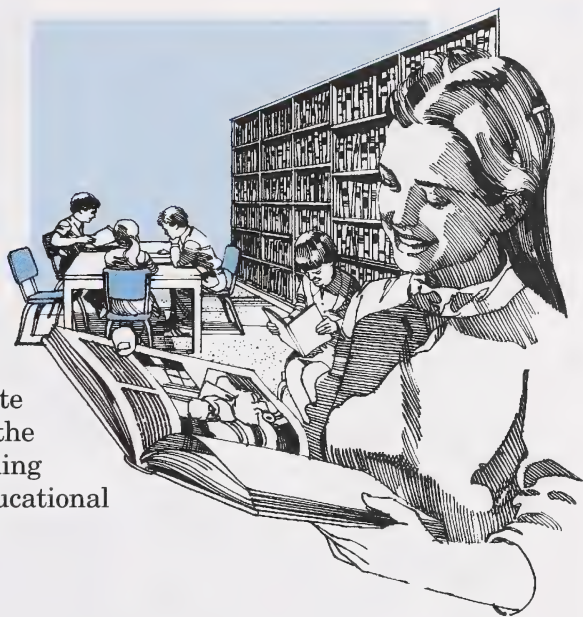
Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.



Books

Alphabet

Alphabatics by Suse MacDonald

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault

Dr. Seuss's ABC by Dr. Seuss

Eating the Alphabet by Lois Ehlert

The Handmade Alphabet by Laura Rankin

Circus

Circus by Jack Prelutsky

Circus by Lois Ehlert

The Circus by Brian Wildsmith

Curious George Goes to the Circus by Alan J. Shalleck

Mirette on the High Wire by Emily Arnold McCully

Patch the Circus Dog by Gordon Winch and Gregory Blaxel

Smarty Pants by Joan Cowley

Spot Goes to the Circus by Eric Hill

Colour

Brown Bear by Bill Martin Jr.

A Colour of His Own by Leo Lionni

Colour Zoo by Lois Ehlert

I Went Walking by Sue Williams

If You Take a Paintbrush: A Book of Colors by Fulvio Testa

Little Blue and Little Yellow by Leo Lionni

My Many Colored Days by Dr. Seuss

Planting a Rainbow by Lois Ehlert

Purple, Green, and Yellow by Robert Munsch

Red Is Best by Kathy Stinson

Drama

Angelina on Stage by Katherine Holabird

Franklin's School Play by Paulette Bourgeois

Food

Oliver's Vegetables by Vivian French

Pizza for Breakfast by Maryann Kovalski

Something Good by Robert Munsch

When Vegetables Go Bad by Don Gillmor

Music

Exploring the Energy You Hear by Arizona Museum of Science and Technology, Phoenix

Orchestranimals by Vlasta van Kampen and Irene C. Eugen

Zin! Zin! Zin! a Violin by Lloyd Moss

Nursery Rhymes

Each Peach, Pear, Plum by Janet and Allen Ahlberg

My Very First Mother Goose, edited by Iona Opie

Richard Scarry's Best Mother Goose Ever by Richard Scarry

Sing a Song of Mother Goose, illustrated by Barbara Reid

Opposites

Exactly the Opposite by Tana Hoban

Poetry

A Child's Garden of Verses by Robert Louis Stevenson

Songs

The Golden Song Book, selected and arranged by Katharine Tyler Wessels

Mary Had a Little Lamb by Sarah Josepha Hale

Videocassettes

Alphabet

"Dr. Seuss's ABC." 10-min. segment from *Dr. Seuss's ABC Plus Two Other Dr. Seuss Classics*. 30 min. Random House Home Video, 1989.

Circus

"The Baby Circus" 5-min. segment from *Max's Chocolate Chicken and Other Stories for Young Children*. Produced by Paul Gagne. Weston, Ct: Children's Circle, a division of Weston Woods, 1993.

"Curious George Goes to the Circus." 4-min. segment from *Curious George Vol. 2*. 30 min. LWI Productions/Talbot Television Co-producers. Fremantle Corporation, 1972.

Music

The Rogers and Hammerstein Golden Anniversary: The Sound of Music. 175 min. Fox Video, Inc., 1994.

Tubby the Tuba, produced and directed by Alexander Schure. 81 min. Sony Wonder (A division of Sony Music), 1977.

Under the Big Top, written and produced by Brendan Dannaher. 18 min. Classroom Video, 1998.

Nursery Rhymes

Baby's Nursery Rhymes, sung by Phylicia Rashad, directed by Russell Calabrese and Jeffrey Gatrall. 26 min. Lightyear Entertainment, 1991.

Rusty and Rosy Nursery Songs and Rhymes, directed by Susan Preator and Ian Wade. 36 min. Sandy, Utah: Waterford Institute, 1994.



Social



Physical



Intellectual



Creative



Emotional

Teaching the Whole Child



Fun Times, Quiet Times

Materials

Home Instructor's Manual



At the beginning of Grade One, you may ease your student into the school routine by taking two days to do the material in Fun Times, Quiet Times. Read about making a time commitment and scheduling in the Home Instructor's Manual.

People appreciate different kinds of beauty, music, art, and humour. What does your student find funny? sad? beautiful? As the title for today implies, moods can vary.

Share your feelings with each other as the lesson unfolds to lead to a discussion of opposites.



Fun times



Quiet times

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- current month's calendar
- Calendar Package
- two rings, 4.5 cm in diameter
- pocket chart

Language Arts

- tray of sand or salt (optional)
- "Yellow" in *Collections* book *One in the Sun*, pages 3–8
- Thematic Assignment Booklet 1A
– Day 1: Printing Circles
- Home Instructor's Manual
– Alphabet Chart
– Learning to Read chart

Music and Movement

- "May There Always Be Sunshine" and "I Wanna Be a Dog" from the audiocassette *10 Carrot Diamond* by Charlotte Diamond

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 1.

Project Time

Bubble Fun

- commercial bubble solution or liquid dishwashing detergent
- glycerine (optional)
- bubble wand and instruments for making bubbles, such as straws, scissors, jar rings, slotted spoon, egg whisk, paper clips, or wire
- several containers, such as a mug, jar, glass, and saucer

Bubble Art

- liquid dishwashing detergent
- tempera paint (liquid or dry) or food colouring
- small cups or plastic containers
- drinking straws

Let's Look Back

- Thematic Assignment Booklet 1A
– Day 1: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 30 minutes

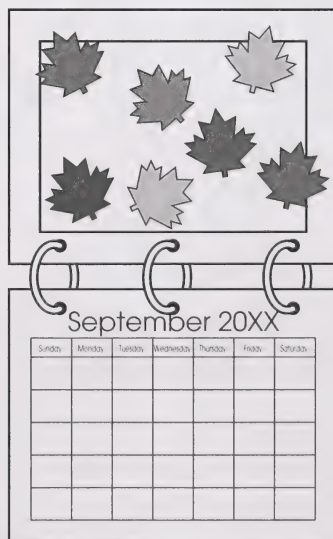
Calendar activities and materials vary from day to day, so you could keep all calendar supplies together. Most of the required materials are in the Appendix of your Calendar Package.



Calendar Time activities help students develop a sense of order and time by working with numbers and the concept of time. Highlight family events on the calendar to make this process more meaningful.

Refer to the Calendar Package under the heading Preparing for Calendar Time, to complete a calendar picture.

Then look under the heading Basic Calendar Time Procedure, and follow the directions for today's Calendar Time activities.



Activities

teaching tip



Throughout the Thematic program, you will be asked for information about your student's progress in learning. Since observation is an important part of instruction, there is a focus area to observe each day. Every few days you will complete a Learning Log of your observations.

Read Focus for Today to find out what to observe and whether there is a Learning Log to preview before beginning the day's activities.

Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on **reading**, particularly strategies the student uses to figure out unfamiliar words. Preview Day 1: Learning Log in Thematic Assignment Booklet 1A.



Language Arts

Time recommended: 35 minutes

Alphabet



It is important for early readers to know the alphabet. Encourage your student by using resources such as the following:

- an alphabet chart at the student's eye level
- table and/or computer games
- videocassettes or audiocassettes
- puzzles
- alphabet books (See the Additional Resources list.)
- alphabet songs
- alphabet dot-to-dot books
- magnetic alphabet letters

Your student should learn to

- say or sing the alphabet
- point to a letter you name
- name a letter you point to
- match upper- and lower-case letters

Printing

Today, the student will learn how to draw circles on a base line. Start by drawing circles in the air or in a tray of sand or salt. These activities use a kinesthetic approach to learning, as the movement of muscles is involved. (Read more about kinesthetic learning in Day 6.)

First, help the student draw a straight line across an unlined sheet of paper or a chalkboard. This is the **base line**.

Show the student how to draw circles on the base line. Use the following script as a guide.



Can you tell me the name of this shape?
(circle)

Where did I begin the circle? (near the top)

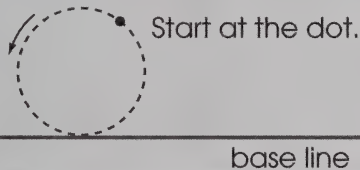
Show me which way I went from there. (left)

Where did I finish? (where I began)

Now the circle is completely closed.

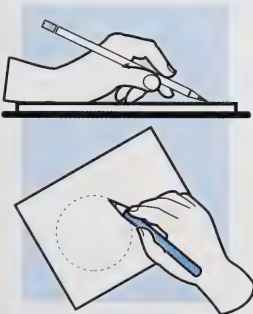
Encourage the student to draw some circles. Explain each step. Be sure the student starts near the top, goes toward the left, and completes each circle without lifting the pencil. This may take some time for beginners to master. The student may need to draw more base lines for further practice.

When you start, move the pencil up and to the left.



Ask the student to draw pictures of circular items on unlined paper or a chalkboard. Watch that the circles are formed correctly. Encourage creative ideas, but if your student needs help, suggest the following:

- orange
- plate
- snowman
- ball
- balloon
- wheels



Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 1A, and read the directions together to complete Day 1: Printing Circles.

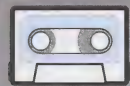
Music and Movement

Time recommended: 10–15 minutes

Fun Songs, Quiet Songs

Materials

Audiocassette



Choose songs that fit the theme for the day—songs that are funny, sad, quiet, or noisy. For a quiet song, you could sing “May There Always Be Sunshine” from the audiocassette *10 Carrot Diamond* by Charlotte Diamond.

Charlotte Diamond tells us how this song came to be: A young Russian boy drew a picture of the sun in a blue sky, his Mama, and himself. Then he wrote the poem. A Russian composer added music, and now this folk song is known all over the world.

Charlotte Diamond asks,
“What does the song mean to you?”

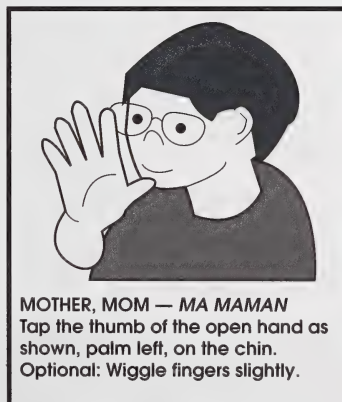
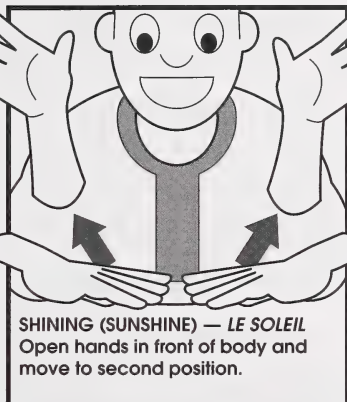
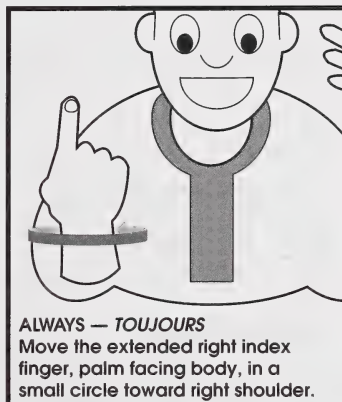
Once you and the student become familiar with the song, discuss what it means to each of you.

The words are on the following page. Because the song is slow-paced, it is easy to learn in sign language and other languages. Look for key words in sign language and French. Inside your cassette cover, you will find lyrics for Russian, French, Spanish, German, and Cantonese versions as well.



May There Always Be Sunshine

A Russian Folk Song
as recorded by Charlotte Diamond on
10 Carrot Diamond



May there always be sunshine
May there always be blue skies
May there always be Mama (Papa)
May there always be me.¹

Qu'il y ait toujours le soleil
Qu'il y ait toujours le ciel bleu
Qu'il y ait toujours ma maman (mon papa)
Et que je sois toujours là.¹

¹ Charlotte Diamond, "May There Always Be Sunshine" in *10 Carrot Diamond* (Port Moody: Hug Bug Music, Inc., n.d.) Reproduced by permission.

For a funny song, try the old favourite “If You’re Happy.” Your student can have lots of fun with the words and actions.

If You’re Happy



If you’re happy and you know it,
clap your hands.
If you’re happy and you know it,
clap your hands.
If you’re happy and you know it,
then your face will surely show it,
If you’re happy and you know it,
clap your hands.

Repeat, replacing **clap your hands** with phrases such as **nod your head**, **take a bow**, **turn around**, **roll your eyes**, or **make a face**.

You could also change the first part to **If you’re sad and you know it** or **If you’re noisy and you know it**.

Alternative Activity: If you aren’t familiar with the tune for “If You’re Happy,” you could use a funny song on Charlotte Diamond’s audiocassette, such as “I Wanna Be a Dog.”



Language Arts

Time recommended: 60 minutes

Journal Writing

Choose topics to discuss that focus your student for writing. The following might help you start.

The title of our day is Fun Times, Quiet Times.
Let's talk about fun times.

What makes you laugh?
What do you think is funny?

Do you all laugh about the same things in your family? Why do you think that is?

What are some of the different things you laugh about?

Take out a writing page. Ask this question.

What funny things would you like to tell your teacher?



This may be a first attempt at writing, but allow your student to write as independently as possible. If the child doesn't have the confidence or skills to write words, a picture is fine. Remember, "a picture is worth a thousand words."

If you think the teacher might not understand the writing, print a sentence, dictated by the child, on the back of the page. Help the student read this sentence before sending in the assignment and again when the work comes back. You can see why it is a good idea to keep this sentence short! Rereading a personal story is one of many ways to teach beginners to read.

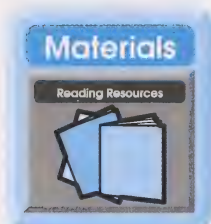
To ensure smooth handling of materials, write the following information on the back of the student's writing page:

- child's full name
- module number
- day of module



The module number and day of module may be abbreviated. For example, Module 1, Day 1 could be written as M1D1. Then place the page in the Student Folder. At the end of Module 1A, you will submit this Journal Writing sample to the teacher.

Reading



Today's story is "Yellow" from the *Collections* book *One in the Sun*. Look at the front cover of the book and discuss the illustration.

What is the girl in the picture doing? (painting)

What is she painting? (the sun)

What colour is it? (yellow)

How do you think she is feeling?

Turn to the Contents and look for the story "Yellow." Point out that the story is on page 3. Study the picture with your student and ask what the girl is beginning to paint. Have the child look at each picture of the story and say what the girl might be painting.

Go back and read the title, the **author**, and the **illustrator**. Explain these terms if the child is not familiar with them. Read the text with the student, **tracking** the words with your hand.



When you are reading with your student, use the process of **tracking**. This means moving your hand or finger under the words as you read. Tracking emphasizes that print is read from left to right and helps the student match the spoken with the printed word. Learning is reinforced by the combination of seeing, saying, and hearing the words.

Then continue your discussion.

Why might the girl think yellow is a happy colour? Do you agree?

Sad is the opposite of happy.

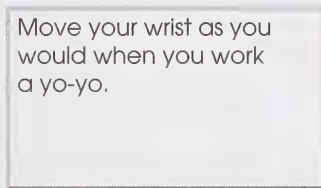
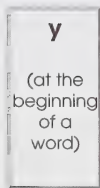
What would be a sad colour? (Answers will vary. Examples could be black, brown, or grey.)

Let's look through the story.

Tell me what yellow things the girl paints.
(Sun, flower, macaroni, socks, herself)

What else could she have painted yellow?
(Answers will vary.)

Take a close look at the word **yellow** so that the student will recognize it when you reread the story. To teach the beginning "y" sound, introduce the key word **yo-yo** and demonstrate the action of bobbing a yo-yo.



Print the word *yellow*.

Draw two curved lines under the word to show that it has two beats. Teaching of beats, or syllables, will be extended in later modules.

yel·low

Day 1 • Fun Times, Quiet Times

Read the story again, encouraging the student to join in or read independently. Discuss the way colours can go with feelings. List some emotions, and decide together what colours could illustrate those feelings. There are no right or wrong answers, but your list might begin as follows.

excited	red	<input type="text"/>	Colour these boxes.
angry	purple	<input type="text"/>	
afraid			

Materials

Home Instructor's Manual



Find and remove the Learning to Read chart from the Appendix of the Home Instructor's Manual.

Activities

Teaching Tip



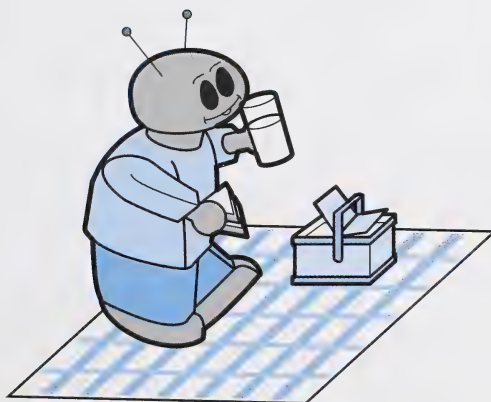
Post the Learning to Read chart in a convenient spot at the student's eye level. Note that this chart has a space for adding your student's own reading strategies.

Discuss the points in the chart and your student's personal ways to figure out words. A beginning reader may not yet be aware of using strategies. Help the child recognize personal strategies with comments such as the following.

You made the beginning "s" sound.

Then you looked at the picture to see if the word **sun** was right.

You thought about the story, and you knew the word **happy** made sense.



**This is a good time to take
a lunch break.**

Since this is the first day of Grade One, you may find that your student has worked enough for one day. If so, stop now, and do the remainder of Fun Times, Quiet Times next day.

Materials

Home Instructor's Manual



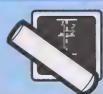
Refer to your Home Instructor's Manual for more suggestions on scheduling.

Silent Reading

Time recommended: 5–10 minutes

Activities

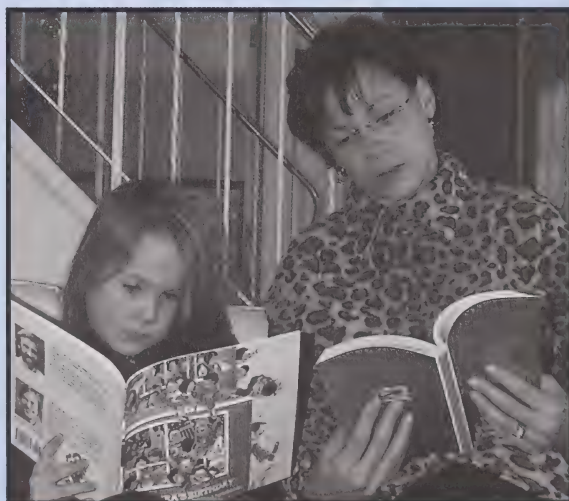
Teaching Tip



You and your student each read silently at this time. The student may not be truly reading at this point but relying on memory and pictures to interpret meaning. Memory and picture reading are good first steps in reading development and are encouraged.

Silent, independent reading may be a new experience for your student. Following are some guidelines:

- Student and home instructor each choose separate reading material.
- Each finds a comfortable place and position for reading.
- There is no talking once silent reading begins, even to help with a word.
- The home instructor models silent reading and becomes involved in reading. Try to prevent interruptions such as phone calls, stove timers, or people moving about.
- The student may read one book several times or look through several books and magazines. Neither person moves to get additional material.
- When silent reading is finished, home instructor and student may discuss their readings.



Math Time

Time recommended: 45 minutes

If registered in the Grade One Mathematics program that accompanies this Thematic program, the student is encouraged to work on mathematics each school day. Proceed with Mathematics, Day 1 activities now.

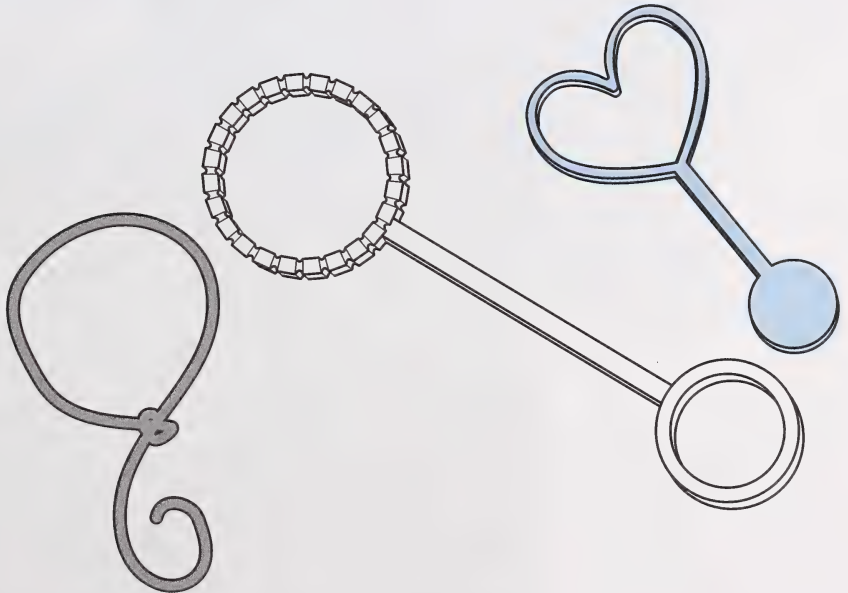
If your student is not registered in Grade One Mathematics, proceed with the activities that follow.

Project Time

Time recommended: 50 minutes

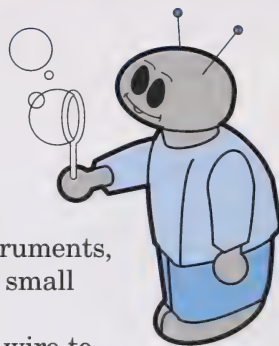
Bubble Fun

For an enjoyable science project, blow bubbles of various sizes. Use different shapes and sizes of bubble wands and other instruments.



Experiment and observe. Which wands make the most interesting shapes? Which wand makes the biggest bubble? What colours do you see? What makes the colours?

Use a commercial bubble set or make your own. Mix two parts liquid dishwashing detergent with one part water. If glycerine is available, add 5 mL per 250 mL of detergent-water solution to strengthen the bubbles. Glycerine is available at drugstores.



For bubble makers, use straws and other instruments, such as funnels, jar rings, slotted spoons, and small whisks. Start by using either a homemade or commercial bubble wand. You can use pliable wire to fashion your own wands in different shapes and sizes.

Here are some hints:

- Dip the whole wand into the bubble solution.
- Pull the wand out and hold it 20–25 cm from your face. Blow softly but steadily.
- Touch the tip of a straw into the bubble solution, pull it out, and gently blow into the other end to create lots of tiny bubbles in the air. Experiment to blow a single larger bubble.



Here are some questions to ask:

How big can you make a bubble?

What do you see in a bubble?

What things can you do with a bubble?

Is the bubble always round, or can you make other shapes?

Can you make more than one bubble at a time?

What else can you use to make a bubble?

Suggest looking for other utensils that might make good bubbles.



Bubble Art

This project takes bubble exploration a step further. The student can experiment with shapes and colours of bubbles to create a lasting piece of art. Conduct this project outside, in a sink or tray, or on spread-out newspapers.

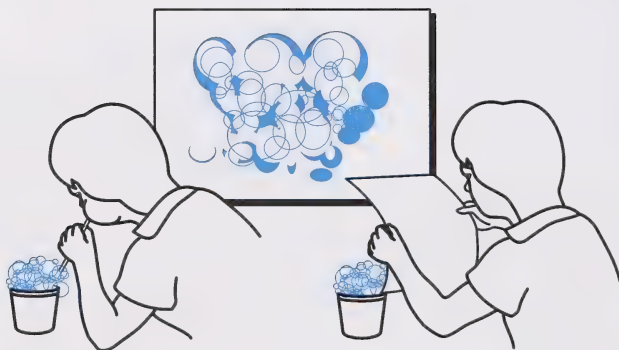
First, make the special paint solution.

- Pour 50 mL of liquid dishwashing detergent into a small container or use bubble solution from the first project.

- Add a small amount of liquid or premixed dry tempera paint. You can use food colouring, but tempera will produce a brighter colour.
- Mix and add paint until the colour is intense.
- Repeat for each colour your student has chosen.

Have your student place the tip of a straw in one paint mixture and blow until bubbles overflow. Roll a piece of art paper gently over the top of the bubbles. Then have the student blow bubbles into another colour and touch the paper against the new bubbles.

Experiment. Let one colour dry before adding another, or add new colours while others are still wet. Continue until there is a pleasing arrangement of bubbles and the student thinks the artwork is complete.



Encourage your student to try several bubble paintings with a variety of designs. Let each dry completely.



Display all the paintings for a few days, and have the student choose one to send to the teacher. Before placing it in the Student Folder, write the following information on the back:

- child's full name
- module number
- day of module

The module number and day may be abbreviated as M1D1.

Sharing Time

Time recommended: flexible



During Sharing Time, your student can share writing or other projects with family or friends. This could be as simple as describing a picture or reading a sentence or as involved as presenting a story, play, or concert. Whether the sharing is major or minor, encourage the student to perform with confidence and style.

Sharing Time can showcase student work and be an opportunity to appreciate the performance of others. When you model active listening and viewing behaviours, the student will learn appropriate responses—a smile, a laugh, applause, or a word of praise. Sometimes, the audience may question the performers. For example, “How did you do the bubble art?”

You can enjoy these “shows” with just the family, but you could also perform for company. Invite guests to join you as performers. This is a great way to entertain, boost self-confidence, and inspire your student in learning.

Let's Look Back

Time recommended: 10 minutes

This is the time to look back and talk about the day's activities. Discussing learning helps with memory, understanding, and motivation. The student will give more detailed responses to questions that ask the following:

what	who	where
when	why	how

For example,

What part of the day did you like best?

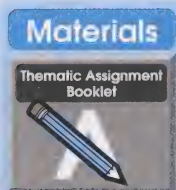
Why did you like that part and not . . . ?

How did you figure out words in the story
“Yellow”?

Turn to Thematic Assignment Booklet 1A, and complete Day 1: Learning Log. Refer to the following:

- the Learning to Read chart, previously removed from the Home Instructor's Manual and posted in your work area
- the checklist for Day 1: Learning Log
- your own observations
- your student's comments throughout the day

Include some of the child's comments about reading under the heading Student's Thoughts. Such information will help the teacher understand your student's progress. The comments will also help you recognize how your student learns.



Story Time

Time recommended: flexible

This is a special sharing time. Relax and read aloud from a book that the child has chosen. You could do this at another time of day that better suits your situation and schedule.



**Congratulations, you've
completed Day 1!**

Smile and Frown, Up and Down

Although this is officially Day 2 of the first module, you may have taken two days to do Day 1. You could also take two days to do Smile and Frown, Up and Down, in order to give your student time to get used to the program.

Materials

Home Instructor's Manual

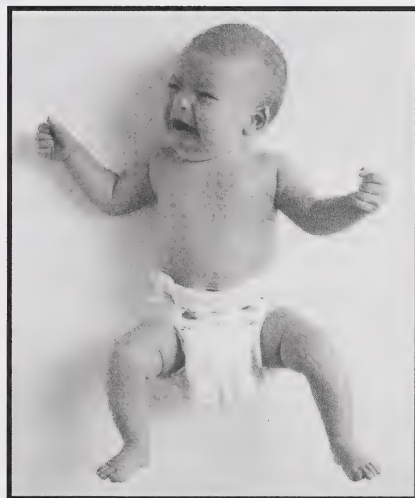


By Day 5 or before, the student should try to complete one day's activities in one calendar day. Refer to the Home Instructor's Manual or call the teacher if you need help with scheduling.

Today, you'll read "Apples" from the *Collections* book *Up the Hill*. You'll continue with opposite word meanings and begin an **Opposites chart**. The student will illustrate and write about opposites.



Happy



Sad

What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- pocket chart
- Days of the Week cards

Language Arts

- Thematic Assignment Booklet 1A
 - Day 2: Printing Lines
 - Day 2: Doing It Right!
- “Apples” in *Collections* book *Up the Hill*, pages 8–11

Music and Movement

- choice of lively music
- “La Bamba” from the audiocassette *10 Carrot Diamond* by Charlotte Diamond (optional)
- audiocassette player

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 2.

Project Time

- shiny, reflective household objects

Project Choice 1: Spoon Reflections

- assorted spoons

Project Choice 2: Mirror Writing

- hand-held mirror

Project Choice 3: Look Behind You

- hand-held mirror
- periscope (optional)

Project Choice 4: How Many Are There?

- two or three hand-held mirrors or a three-way mirror

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Refer to the Calendar Package under the heading Calendar Time Variations, and follow the directions for Sample Calendar Activity 2.

Each day, encourage your student to comment on the weather. Listen to a daily radio or television weather **forecast**.

Discuss today's forecast. Ask the student to illustrate, on the current calendar square, a small symbol to match the forecast. Have the student monitor the weather throughout the day to see if it matches the forecast.

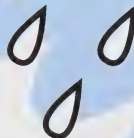
Have the student create personal versions of weather symbols as needed. Examples follow.



cloudy



sunny



rainy



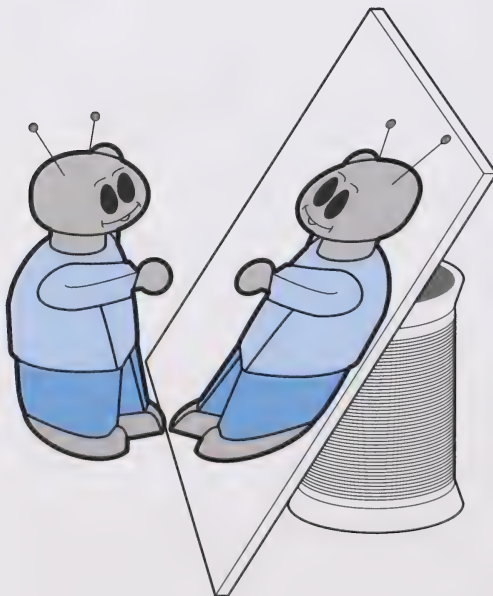
snowy

Discuss any special plans the student has for today.



Focus for Today

Today's activities have a **science** focus. The student will experiment with mirrors and other objects that produce reflections. Observe the child's interest and curiosity in these projects. There is no Learning Log today.



Language Arts

Time recommended: 30 minutes

Alphabet

Activities

Teaching Tip

Begin with alphabet activities that are kinesthetic and tactile to increase the fun and effectiveness of learning.

- **Kinesthetic:** having to do with sensations from the muscles and joints
- **Tactile:** having to do with the sense of touch

Materials

Home Instructor's Manual

Have the student form letter shapes with body positions.

Refer to the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual for further suggestions.



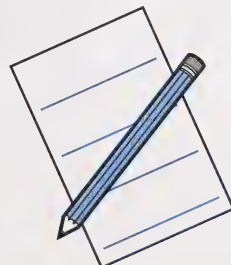
Make the letter **k** by kicking out one arm and one leg in front. As you kick, say the “k” sound.

Make the letter **t** with one hand out flat and the other forming a perpendicular line. Say a light “t” sound as you tap your hands together in this position.



Printing

Today, the student will make lines—straight lines, horizontal lines, and slanted lines. Go over some important strategies first.



Printing Strategies

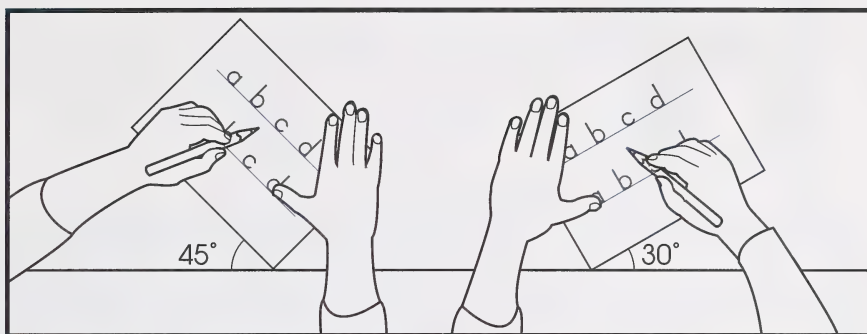
1. Body position (posture)

- Write on a flat surface that is clear of other objects.
- Sit at a desk or table that is suitable in size so your feet are resting on the floor.
- Sit in a comfortable, relaxed position with your back straight and your feet flat on the floor. Rest both forearms on the desk or table.



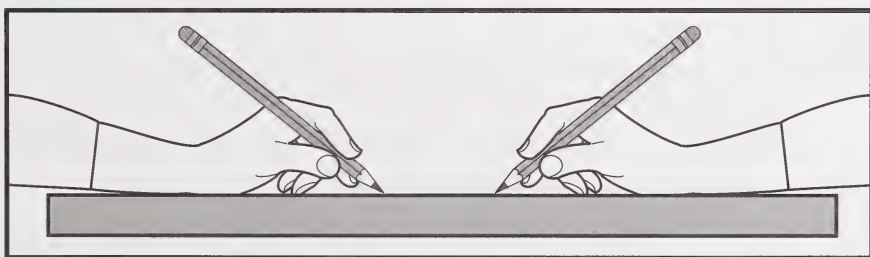
2. Paper position

Place your paper at an angle. Position the writing hand below the writing. Rest the other hand at the top of the paper.



3. Pencil position

Hold the pencil loosely between your thumb and first finger. Rest it on your second finger. Hold the pencil 2.5–3 cm above the point. If you write with your left hand, hold the pencil far enough from the point that you can see what you are writing.

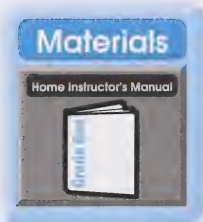


4. Small muscle control

A beginning writer often grips the pencil tightly, but the grip improves gradually as better muscle control develops. Encourage small muscle co-ordination with activities such as cutting, pasting, colouring, handling counters and small objects, or shaping modelling clay.

5. Finger warm-ups

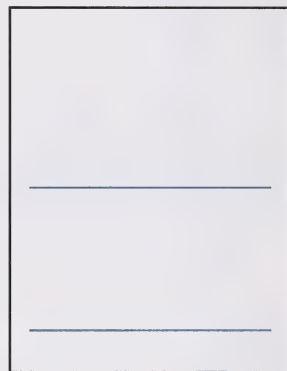
Finger plays are helpful before printing. Warm-ups improve circulation, promote relaxation, and increase finger agility.



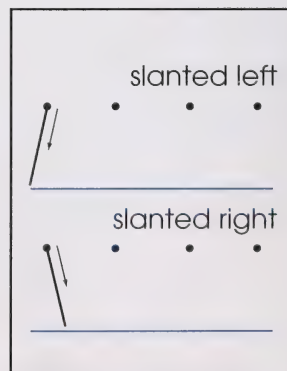
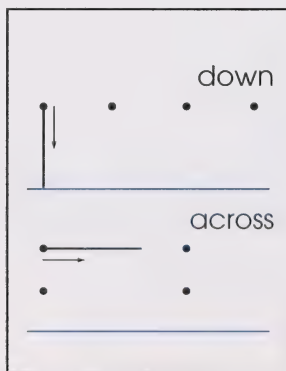
For exercises and further tips, refer to Printing Steps and Strategies in the Appendix of the Home Instructor's Manual.

Printing Practice

Help your student make base lines on a chalkboard or two sheets of unlined paper.



Show how to make vertical lines with a downward stroke. Start at a dot and go down.



Use the following script.



Did you notice I began at the top and then went down?

Can you make lines that are the same size as the first one?

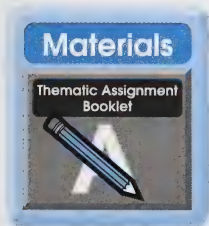
Allow the student time to practise.



Emphasize the importance of a genuine effort during printing practice. Your coaching and demonstration of proper printing techniques will stress the importance of good writing habits.

Next, demonstrate how to make horizontal lines going from left to right. Again, start at a dot.

On the second sheet, show how to make downward lines that slant to the left and to the right. Emphasize starting at the dot and trying to make lines that are the same size as the sample line.



Turn to Thematic Assignment Booklet 1A, and follow the directions to do Day 2: Printing Lines.

Next, turn to Day 2: Doing It Right! in Assignment Booklet 1A. Help your student complete the checklist at the bottom of the page.

Music and Movement

Time recommended: 10–15 minutes

Physical movement can be like a recess for the student. Say how long the recess break will be and that, today, journal writing will follow.

Join the student, shaking out any wiggles. You could move to lively music, such as “La Bamba” on Charlotte Diamond’s audiocassette *10 Carrot Diamond*. Clap your hands, slap your thighs, or snap your fingers with the music to help the student develop a sense of rhythm.



Language Arts

Time recommended: 60 minutes

Journal Writing

Each day has a focus for talking and writing, but the student may prefer to discuss family events, such as a new baby or upcoming holiday. Whenever possible, encourage the child to write about events that are personally meaningful. Your student’s writing will then be different from the suggested daily plan.

Unless you have another topic, begin today's discussion as follows.

In Day 1, we talked about things that make us laugh.

We read a story about a girl painting things that made her feel happy.

What makes you happy?

What makes you sad?

What do you want to say to your teacher?

Encourage the student to draw and write. If the child is not yet writing, you could print a sentence on the back of the drawing.

Read the sentence aloud together, and ask whether the student wants to add anything.

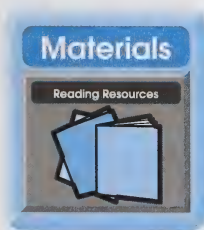
To ensure smooth handling of materials, put the following information on the back of each student assignment:

- child's full name
- module number
- day of module

Today's module number and day may be abbreviated as M1D2.

Reading

Get the book *Up the Hill* from the *Collections* series. Have the student open it to the Contents page and look at the pictures and words to find the title "Apples." Read the story together, tracking the words.



Day 2 • Smile and Frown, Up and Down

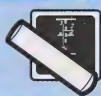
Occasionally, pause as you read so the student has to do some thinking. For example “I like . . . (pause).” This gives the child time to think about the story and possibly supply the word **apples**. Encourage the student to look for the following:

- the picture
- the beginning sound
- the meaning

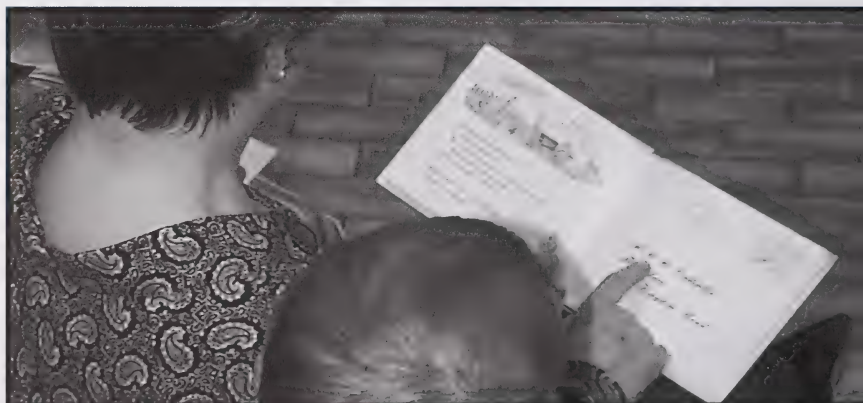
Read the next page, “Red ones.” Put your finger under the words, “Green ones,” and again allow the student time to figure this out.

Activities

Teaching Tip



When you are reading with your student, **tracking** the words is effective to help the child follow along. Tracking is the process of moving your hand or finger smoothly below the words as you read them aloud.



Tracking is the process of moving your hand or finger along under the words as you read.

Continue reading in this manner, encouraging input from the child. Reinforce effective reading behaviours with positive comments, such as the following.

Great! I like the way you looked at the picture (or used the beginning sound) to help you figure out the word.

Read the story again, giving an opportunity for the student to read independently. Allow time to apply reading strategies. The student may wish to read a third time to develop fluency.

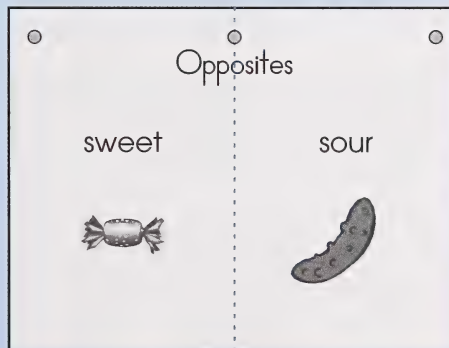
The student might rely on short-term memory at this point, but certain words, such as **I** or **like**, could become familiar enough to be recognized in other reading material.

Opposites Chart

Use words from the story and other familiar words to make a chart that will increase the student's word recognition.



You can make charts on large chart paper; but for individual student work, use a blank loose-leaf sheet. Turn the paper with the holes at the top. Fold in the middle to form two columns to show opposites.



Add sketches to the words as a visual aid in reading development.

If you have more ideas than will fit on one page, start another.

Day 2 • Smile and Frown, Up and Down

Review the story for words that show opposites. Use the following script.

Read the first sentence in the story.

I like apples.

What could you say if you really didn't like apples at all? (I hate apples. I dislike apples.)

Like and **hate** are opposites, so we can write them on our chart.

You will find other words in the story with opposites, such as **sweet** and **sour** or **big** and **little**. Think of other opposite pairs with the following game.

Let's play a game.

I'll say a sentence, and then you say the same sentence with an opposite word in it.

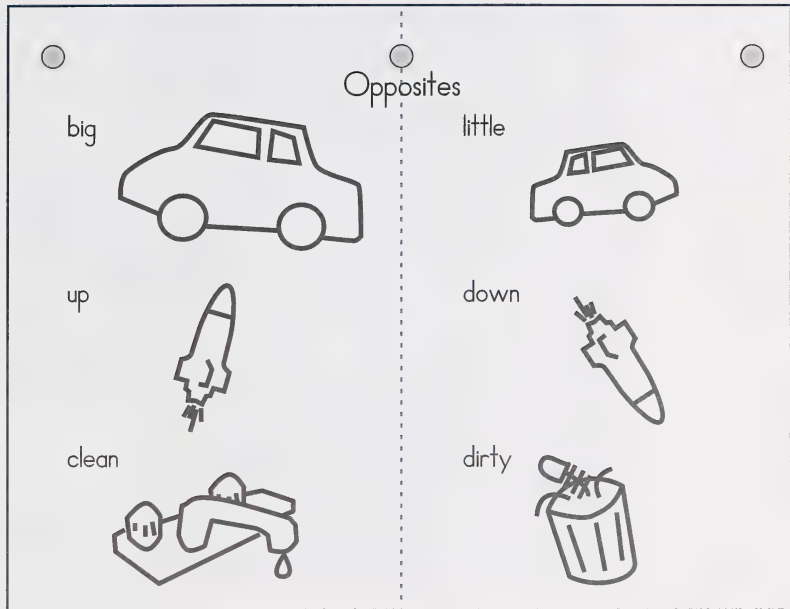
Let's begin with the word **up**.

On an escalator, we can go **up**.

What's the opposite of **up**? (down)

Print the word **up** on the left side of your chart and the opposite word on the right side. Have the child **sketch** a simple drawing that illustrates the point.

sketch: a quick, simple drawing with as few lines as possible



Continue with other sentences, noting the opposite words on your chart. You may know some words that suit your student's interests. Encourage complete oral sentences throughout this game.

I have a **tiny** piece of paper. (I have a **large** piece of paper.)

Dan was sitting on the **bottom** step. (Dan was sitting on the **top** step.)

This horse is **fast**. (This horse is **slow**.)

They drove a **new** truck. (They drove an **old** truck.)

Finally, look over the chart and ask one last question.

Are there any other opposite words you would like to add?

Day 2 • Smile and Frown, Up and Down


Display the Opposites chart for a few days where the student can refer to it. You might think of other word pairs to add later. Then store your charts in a binder and review them periodically as you proceed through the program.





Enrichment (optional)

If your student is looking for a challenge, try opposites charts similar to those that follow.


Here are some
soft things.


 a pillow


cat fur 

 blanket

Here are some
hard things.

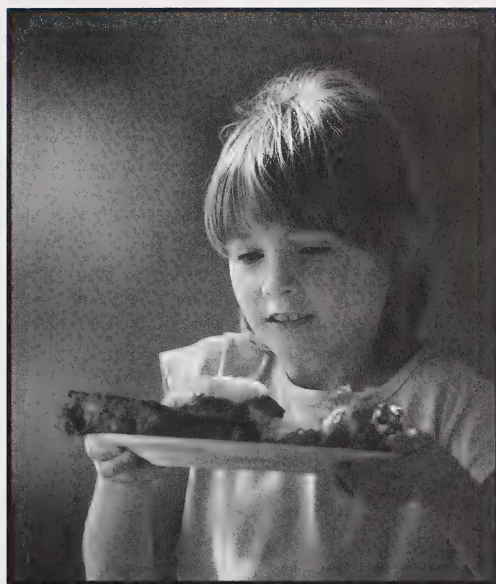
 a board

a rock 

 bricks

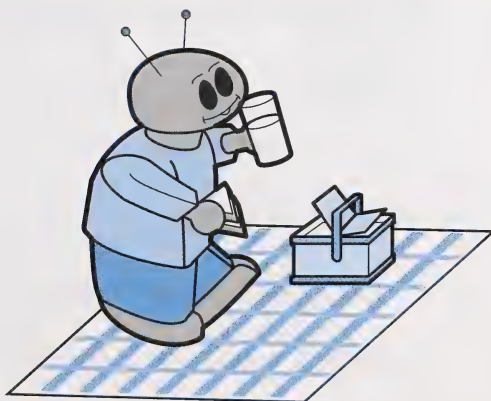
Make other such charts with

- fast and slow
- hot and cold
- big and little
- clean and dirty



**This is a suitable time for your
lunch break.**

**If your student would benefit from
doing today's activities over a
two-day period, then this would be
a good time to break for the day.**



Silent Reading

Time recommended: 5–10 minutes

Silent Reading time is when you and your student read independently. It is acceptable for the student to read out loud if actually reading the text. For beginning readers, this is sometimes necessary.



Remind the student that others will also be reading. The rule is that you are not to disturb one another in the enjoyment of reading. Sharing can happen when Silent Reading is over.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 2.

Project Time

Time recommended: 50 minutes

Today, the student will experiment with reflections and mirrors. Note the student's comments and questions, paying particular attention to enthusiasm and involvement in the activities.

All of today's projects are about reflection. Help your student choose two or more experiments. Introduce the word **reflection** in this way.

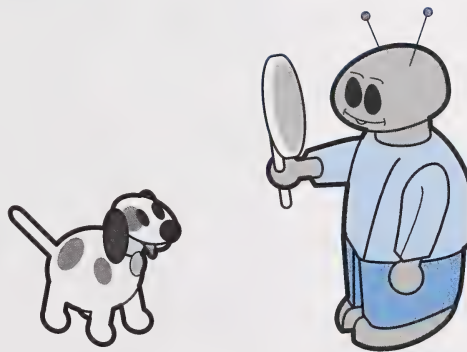
reflection: an image given back by a reflecting surface

You can see yourself in a mirror.

What other things can you see yourself in?
(puddle, toaster, side of car)

When you see yourself in something, what is that called? (a **reflection**)

Look around for things that show your reflection.



To set the stage, read the poem that follows. Your student may wish to read it back to you. The poem and picture will lead into further discussion about reflections.

Reflections

When I look in the mirror,
The things I can see
Are like those out here.
I can even see me!



You can see your reflection in aluminum foil, cutlery, mirrors, pans, dishes, glasses, vases, windows, television screens, and the oven door. Bring some of the portable objects to your learning area for further observation. As you look at reflections, talk about their differences. Notice that some are clearer than others.

Encourage your student to notice any upside-down images.



Where can you see your reflection?

Help your student select two or more of the following activities:

- Project Choice 1: Spoon Reflections
- Project Choice 2: Mirror Writing
- Project Choice 3: Look Behind You
- Project Choice 4: How Many Are There?

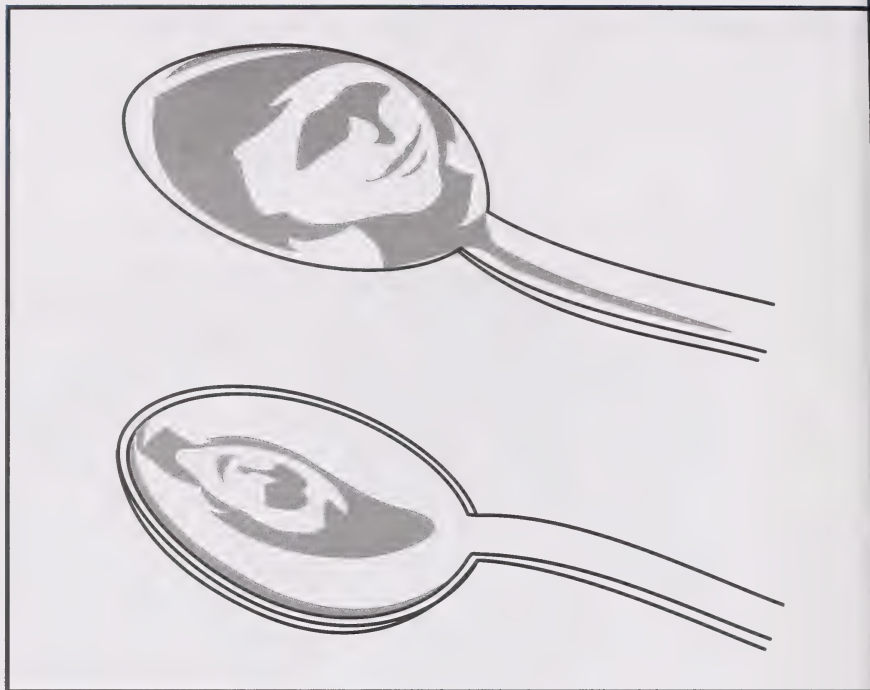
Project Choice 1: Spoon Reflections

Look at several spoons to see different reflections. Use spoons that give the clearest reflections to talk about how the inside curve of a spoon gives an upside-down reflection. Then note that the outside curve gives a reflection that is right side up.

Ask the following questions.

What does your reflection look like on the front, or inside, of a spoon? (upside down)

What does your reflection look like on the back, or outside, of a spoon? (right side up)



Enrichment

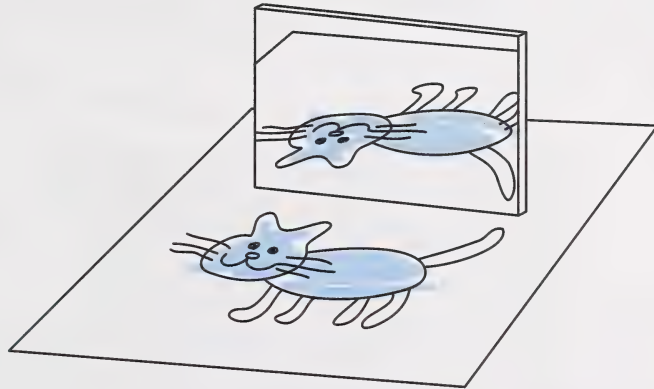
If you decide your student is ready for the scientific terms *concave* and *convex*, then use props like a bowl and a spoon.

Concave means the object is hollowed or rounded inward like the inside of a bowl or spoon.

Convex means the object is curved or rounded outward like the outside of a bowl, ball, or spoon.

Project Choice 2: Mirror Writing

Ask your student to draw a simple picture of an animal. Place a hand mirror at the top of the page to reflect the picture. What does the student notice about the reflection? (It is upside down.) Try the mirror in different positions and observe the reflections. What happens? Are any of the reflections opposites?



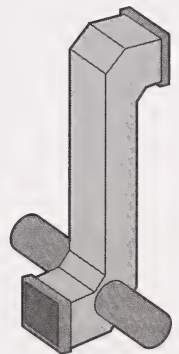
Ask your student to print her or his name. Try the mirror in different positions to reflect the writing. What does the student notice about the writing in the reflections?

Project Choice 3: Look Behind You

Try using the mirror to see behind, overhead, and around the corner. Talk about the best way of holding the mirror to accomplish this. Name objects in the room to try to see in the mirror.

If a periscope is available, your student can peek over furniture and around corners.

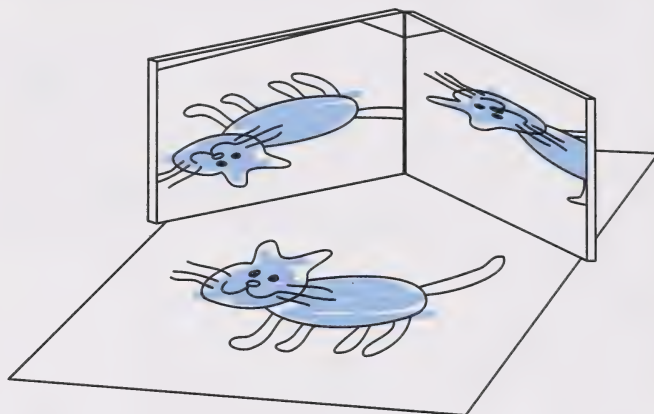
Hold a hand mirror in front of you. Stand in front of a bigger mirror. Turn around, and look in the hand mirror. Experiment to find out how many images or reflections of yourself you can see.



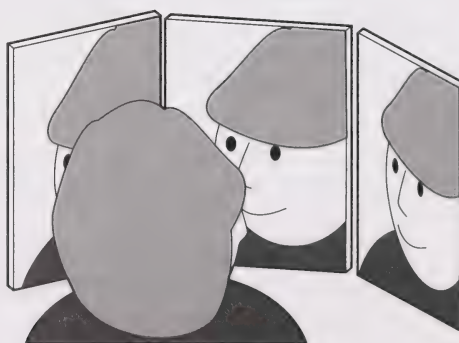
Project Choice 4: How Many Are There?

Use two hand-held mirrors, at once. Put the shiny sides together, tape along one edge, and stand the mirrors upright. Put a crayon or pencil in front of the mirrors. How many images do you see?

Experiment using more than one crayon. Hold the mirrors at different angles. What happens when the mirrors are very close together? How many reflections can you make with one pencil?



Alternative Activity: A similar experiment can be carried out with a three-way mirror on a medicine cabinet or dresser. Again, try holding the mirrors at different angles. How many self-images can the student see?

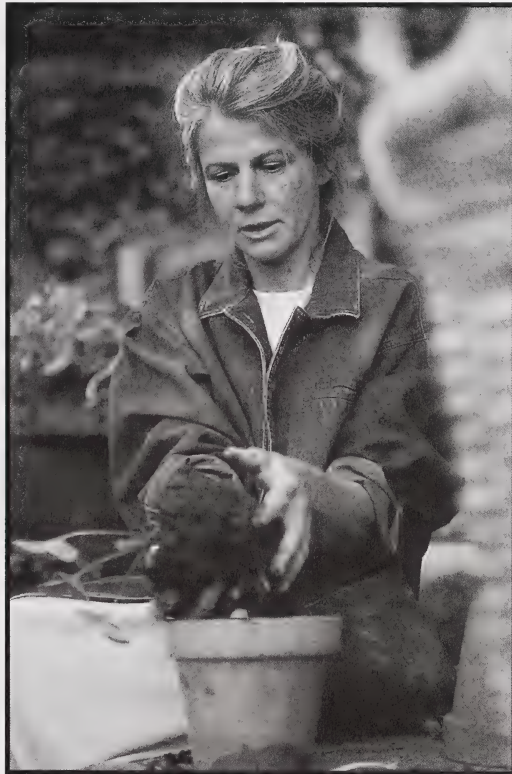


Sharing Time

Time recommended: flexible

For Sharing Time today, your student could show the opposites charts or explain how to do one of the mirror experiments.

Encourage the student to share in the accomplishments of others. For example, someone can read a poem or story. Show a completed project, such as baking, writing, or a handicraft, or even share projects in progress.



Let's Look Back

Time recommended: 10 minutes

Help your student think back over the activities of the day. What does the student remember? Ask the following questions.

What are some things you learned with mirrors?

How do mirrors help people?

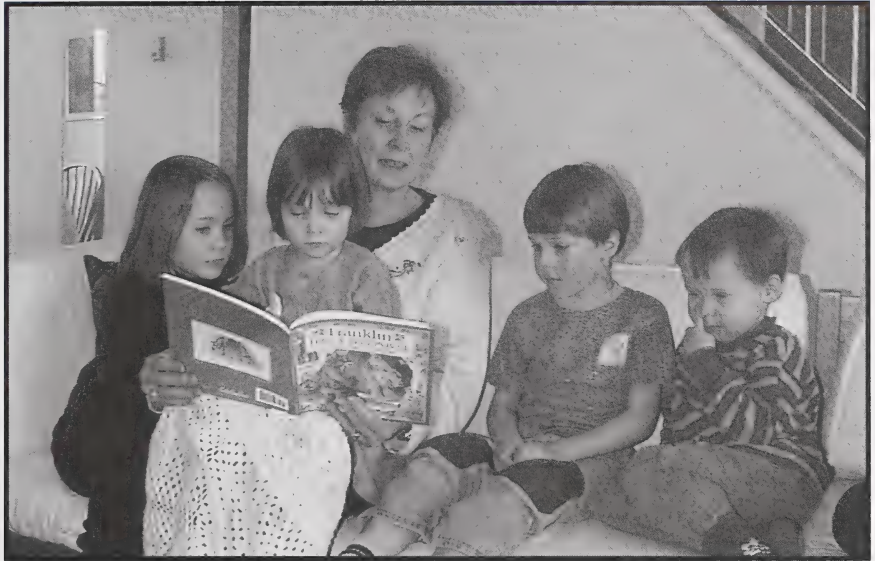
Why don't mirrors work in the dark?

Was there anything in Project Time you would like to have done differently?



Story Time

Time recommended: flexible



Enjoy a quiet time with your student by reading a favourite story. Story Time helps to establish a lifelong love of books and reading. It is also an opportunity to increase the student's reading and speaking vocabulary.

**You have now finished Day 2.
Good for you!
Day 3 will be for jokes, riddles,
and tongue twisters.**

Just Joking!

Fun with words is the theme for today. You will share jokes, riddles, and tongue twisters.

There are samples throughout the lesson, plus you might find joke and riddle books in your home or at a library. Friends and siblings may join in some of today's activities.



Do you want to hear a good joke?

Later in the day, your student will create a puppet to use for telling riddles and jokes or acting out original ideas.

What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- other materials as needed (See today's Calendar Time.)

Language Arts

- Opposites chart
- Thematic Assignment Booklet 1A
 - Day 3: Copy Cat!
 - Day 3: Knock-Knock Book
- other joke and riddle books, as available (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 3.

Project Time

Project Choice 1: Fold-up Paper Puppets

- fabric and paper scraps, foil, buttons, ribbon, wool, fabric trim

Project Choice 2: Walking Puppets

- cardboard or stiff paper

Project Choice 3: Finger Puppets

- old glove
- assorted fabric scraps and trim, buttons, wool, ribbon (optional)
- sewing supplies (optional)

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Refer to Calendar Time Teaching Notes in the Appendix of the Calendar Package. Post both pages on your bulletin board for suggested activities and procedures. From these ideas, select activities that suit your student's interests and skill level.

If you personalize Calendar Time activities for your student, then the materials in What You Need Today may vary. The following general supplies will help each day:

- the Calendar Package
- the pocket chart
- a chalkboard

Materials

Home Instructor's Manual



You will also need the box of pencils, paper, and other general school supplies from the Master List of Required Materials in the Home Instructor's Manual.



Activities

teaching tip



Calendar activities will develop the following curriculum objectives:

- The student will use patterns to describe the world and to solve problems. Patterns can be observed and used for
 - days of the week
 - dates for each day
 - seasons
- The student will name, in order,
 - days of the week
 - numbers from 1 to 31
 - seasons
- The student will estimate and measure the passage of time in general terms. For example,
 - morning, afternoon, evening, night
 - long time, short time
 - last week, this week, next week
 - yesterday, today, tomorrow
 - scheduling of personal and family events
- The student will describe and compare temperature and weather using the senses and expressing comparisons such as
 - hot, hotter
 - cold, colder



Focus for Today

Focus on your student's **attitude and effort** today. Observe the child's contributions during discussion time, writing time, and work with the Opposites chart. There is no Learning Log today.

Language Arts

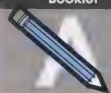
Time recommended: 10 minutes

Printing



Materials

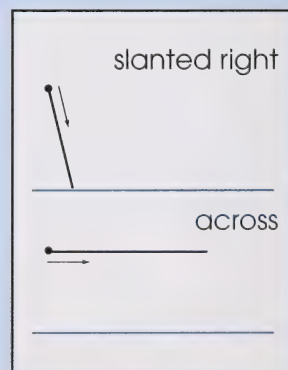
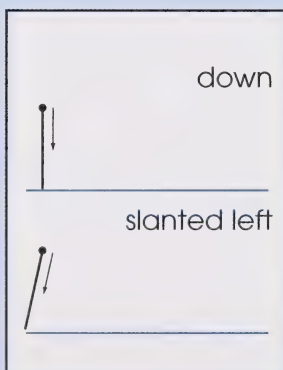
Thematic Assignment Booklet



Last day during Printing, your student practised straight lines. If this was difficult, then review before turning to Thematic Assignment Booklet 1A. When the student is ready, follow the directions to do Day 3: Copy Cat!

If your student would benefit from practice, repeat the activity below. You are not required to send this to the teacher.

Always start at the top.



Music and Movement

Time recommended: 10–15 minutes



Fast



Slow

Opposites in Motion

This game will encourage movement and help the student think of opposite word pairs for the Opposites chart started on Day 2. Jot down words as you go, or record them at the end. When one page is full, add another sheet to your chart.

Let's play **Opposites in Motion**.

This game will help you think of opposite word pairs for your chart.

Listen for directions to move a certain way.

You might be told to move fast.

Show how you can move fast.

How would you move in the opposite way to fast? (slowly)

Show how you can move in a way that is opposite to fast.



Day 3 • Just Joking!

Use the following directions, or make up your own to suit your student. Other children could join in. Your student may have suggestions or enjoy giving directions.

Shake your hands **gently**. (Shake your hands **wildly**.)

Circle your arm **forward**. (Circle it **backward**.)

With your arms out at your sides, make **tiny** circles. (Make **big** circles.)

Jump as **high** as you can. (Jump as **low** as you can.)

Jump **backward**. (Jump **forward**.)

Hop on your **left** foot. (Hop on your **right** foot.)

Hop **forward**. (Hop **backward**.)

Hop **fast**. (Hop **slowly**.)

Make yourself **longer**. (Make yourself **shorter**.)

When the student seems ready for a change, check your chart to see whether you have written down all the opposite pairs covered during this game.



Language Arts

Time recommended: 60 minutes

Journal Writing

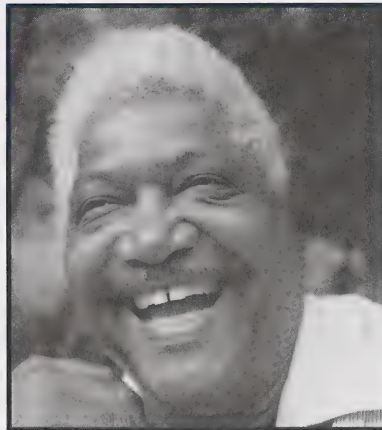
What does your student think is funny? The following script will help begin your discussion of humour.

What kinds of jokes do you like?

Tell me one of your jokes.

Do you know a riddle to ask me?

Do you know any knock-knock jokes?



Activities

Teaching Tip



After you share jokes, talk about which ones you liked best. Encourage the student to take an active part.

The student's idea of what is funny may differ from your own. The student's understanding of humour will sharpen through exposure. For some children, material with jokes and riddles motivates reading. Add a few jokes to your daily diet.

Try the riddles on the following page.

Riddles

- What goes up and down but doesn't move? (a stairway)
- What can run but not walk? (water)
- What has teeth but no mouth? (a saw or a comb)
- What goes zzub zzub? (a bee flying backward)
- Why did the boy throw the butter out of the window? (He wanted to see the butterfly.)
- What is the best thing to put into a cake? (your teeth)
- What did the little porcupine say when it bumped into a cactus? (Hi, Mommy!)



Think of a joke you could write for your teacher.

Tell me the joke, and we'll write it together.

We can share the pencil.



Activities

Teaching Tip



Slow down the writing process so your student begins to understand it. Mention the following:

- Start each sentence with a capital letter.
- End each sentence with the right punctuation.
- Notice the sound each word begins with.

Pass the pencil to your student to write known information, such as a beginning sound or a common word like **the** or **I**.

Materials

Student Folder



Write the following information on the back of the writing page before placing it in the Student Folder:

- student's full name
- module number
- day of module

The module and day numbers may be abbreviated to M1D3.

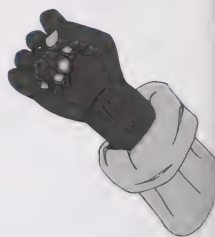
Reading

Read these knock-knock jokes together.

Knock-Knock Jokes

Knock knock.
Who's there?
Harry.
Harry who?
Harry up and let me in.

Knock knock.
Who's there?
Luke.
Luke who?
Luke out the window and see.



Talk about what makes knock-knock jokes work. It is easy for adults to see that a word or name sounds like another word with a different meaning but this is not always clear to a beginning reader.

Reread the jokes above, and ask the following questions.

In the sentence "Harry up and let me in," what does "Harry up" sound like? (Hurry up.)

In "Luke out the window and see," what does "Luke out" sound like? (Look out.)

The writer has fun with words that sound almost the same.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1A, and follow the directions to make the Knock-Knock Book. It is not necessary to send this booklet to the teacher, but you may.

Speech balloons:
outlined spaces in which
the words of speakers
are written

Before reading the booklet together, explain that **speech balloons** are used to show that someone is talking. Then share the Knock-Knock Book according to your student's reading level.

- For a beginning reader, first read the whole booklet, stopping to discuss and enjoy the humour as you go.
- If your student is capable of reading some of the speech balloons, take turns reading questions and answers.
- A more advanced reader could hold the booklet and ask you the questions.

The student could then pick a few favourite jokes or riddles to practise for Sharing Time.

Activities

Teaching Tip



As the jokes become familiar, reading becomes easier. The student may actually memorize the jokes but will still benefit from sharing them as a reading activity.

In future, the student will be asked to "read" nursery rhymes or words to well-known songs. Familiarity with the words makes the reading process more flowing and natural.

Enrichment (optional)

If you find that your student has been overwhelmed with reading material and humour, take a lunch break now.

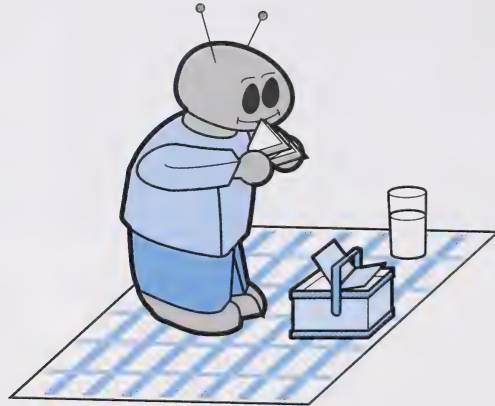
If your student is looking for more humour, try the tongue twisters that follow. Repetition of beginning word sounds makes them difficult to say quickly.

See if you and the student can twist your tongues around these old lines.



Tongue Twisters

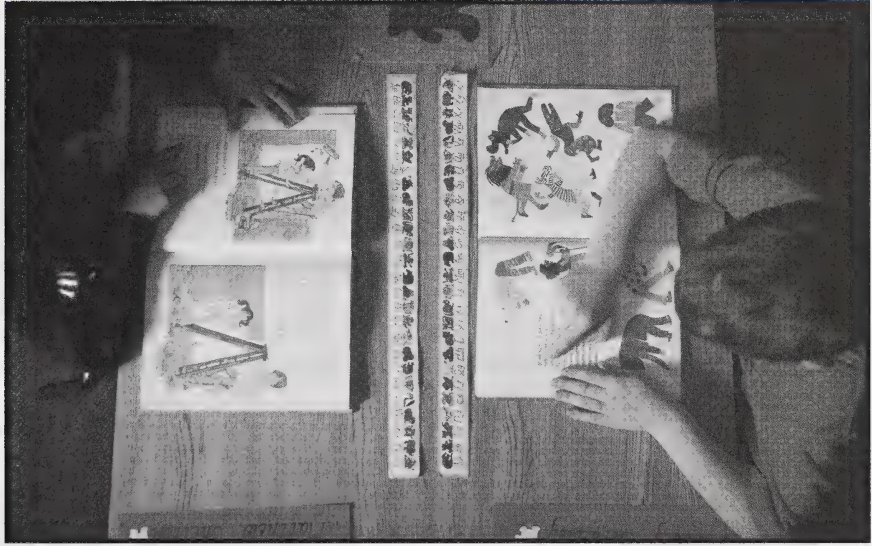
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
 - She sells sea shells on the seashore.
 - Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
-
-



Now is a good time to take
a lunch break.

Silent Reading

Time recommended: 5–10 minutes



Instruct your student to choose material for Silent Reading. This will seem more natural and enjoyable if you do the same. Once reading begins, it is best if neither of you moves around in search of more books or a drink of water.

Silent Reading is meant to be short but focused. At first, it might be difficult to maintain the child's attention for five minutes. Later, ten minutes may go too quickly.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 3.

Project Time

Time recommended: 50 minutes

All projects today are hand puppets and involve following directions, manipulating scissors and materials, and being artistically inventive. Your student could make more than one kind of puppet or more than one of the same kind.

You will use these puppets again on Day 4. In future days, your student can put on a riddle and joke show with the completed puppets. One puppet for each hand makes dialogue easy. If your student has brothers and sisters, include them in the puppet fun.

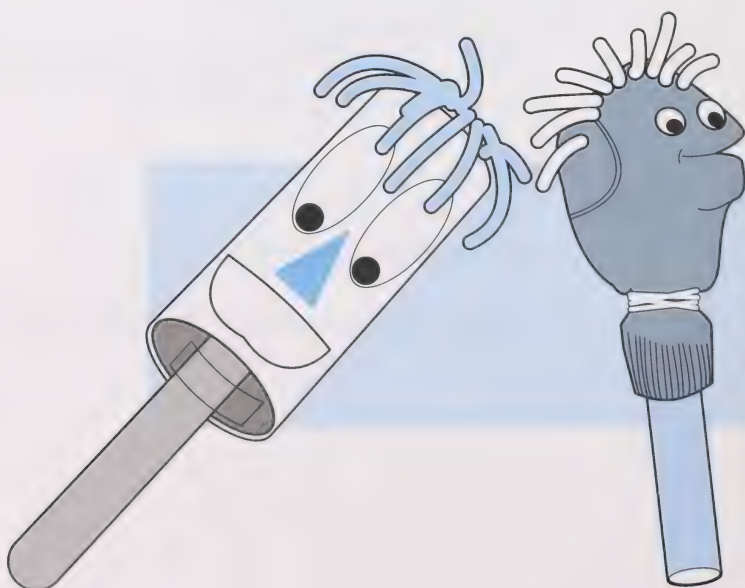
Included here are instructions for three kinds of puppets. You could also make puppets from other materials, such as

- old socks
- clothespins
- paper bags
- cardboard tubes
- fabric scraps
- craft sticks

The possibilities are endless. Be creative! Have fun!

marionette: a doll or puppet made to imitate a person or animal and moved by strings

Note: On Day 4, the project will be to make a **marionette**. You and your student may take a sneak preview of how to make a puppet whose movements are controlled by strings or wire.



Project Choice 1: Fold-up Paper Puppets

Step 1: Fold a piece of construction paper lengthwise into thirds.

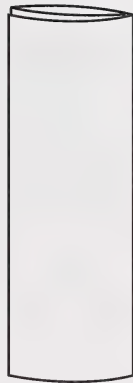
Step 2: Fold it into four sections, with the ends meeting in the centre.

Step 3: Put your fingers in the top open end and your thumb in the other open end. Hold your puppet this way to make it speak.

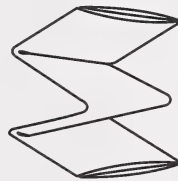
Step 4: Create a personality for your puppet with eyes, teeth, tongue, hair, and ears. Features can be added from paper, buttons, scraps of fabric, foil, and yarn.

Step 5: Slip your fingers and thumb into the openings again and make your puppet “talk.”

1.



2.



3.



4.



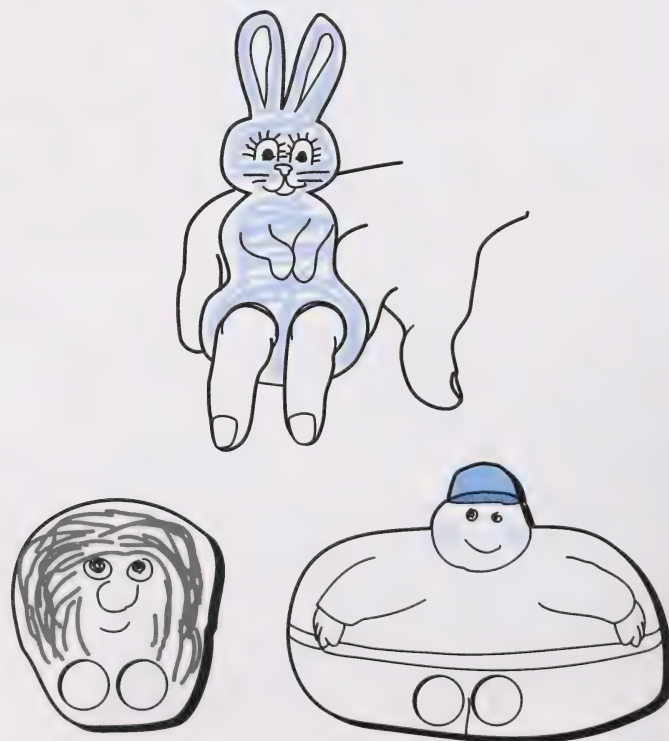
Project Choice 2: Walking Puppets

For this project, all you need is stiff paper, crayons or felt markers, and scissors. Have your student draw and colour a puppet character about the size of her or his hand.

Walking puppets work best if they are made from stiff paper or cardboard. Another option is to glue the student's drawing onto recycled cardboard, such as an empty cereal box.

The base of the puppet should be at least eight centimetres wide. Cut two holes at the base for your student's fingers. The finger holes should be at least one centimetre apart and two centimetres from the bottom of the figure to prevent tearing.

The student can insert two fingers as shown and make the puppet dance, sing, and tell jokes.



Project Choice 3: Finger Puppets

A great way to recycle old gloves is to make puppets out of them. Help the child use sewing scissors to cut off the glove fingers. Decorate these with scraps of yarn, felt, feathers, and buttons, or else use a felt marker to draw in facial features.

You can have a complete puppet show, all on one hand!



Materials

Student Folder



Your student could send one puppet to the teacher. If some puppets are flat and easy to mail, the teacher would appreciate the chance to see one.

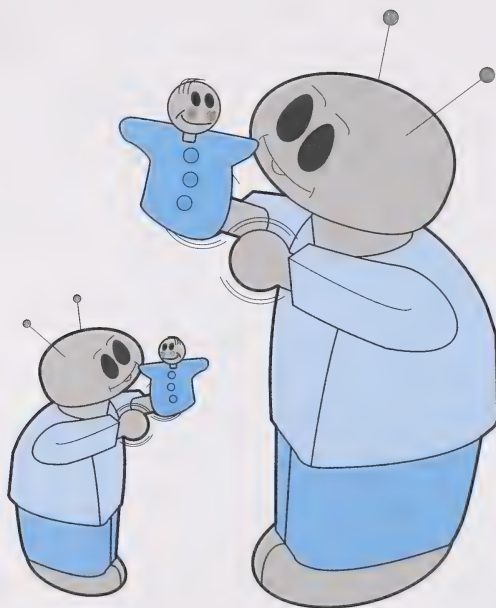
Label the puppet with the student's name and M1D3. If you want to use it again on Day 4 you may, but remember to put it back in the folder.

Sharing Time

Time recommended: flexible

Today, your student and others can share the jokes and riddles that the student practised during Reading Time. Encourage audience members to make supportive comments, for example, “You spoke clearly,” or “I like your joke about . . .”

The student could use puppets from Project Time to share the humour or create another story.



Let's Look Back

Time recommended: 10 minutes

Ask your student the following questions.

What did you like best about the day?

Why do you think we make puppets?

What do you remember from today?

Story Time

Time recommended: flexible

Enjoy a quiet time with your student by reading a favourite story.



**Good work! You've finished Day 3.
Next day, you will begin Setting the Stage.**

Setting the Stage

The theme of On with the Show! lends itself to performance. A wide variety of activities will enhance the student's performance skills, boost self-confidence, and motivate learning in other subjects. Songs will be sung and nursery rhymes chanted. Your student will read jokes, riddles, poems, and personal writings. Is this beginning to sound like the makings of a show?

culmination: the highest point or climax

As you proceed through the 18 days of this module, favourite parts could be combined into a **culmination**, or closing performance, for Day 18. Begin discussing possibilities now.

- Whom will you invite?
- Will your guests perform as well?
- Do you need invitations and programs?
- Should you serve food?
- Who will practise and perform?
- Who will prepare props and food, set up for the program, and clean up after this grand finale?

You will have time later to do the actual planning. For now, just consider the feasibility of such a program.

Today, the student will construct a marionette, or string puppet. Your student will improve dramatic skills by performing with puppets and using the voice to express emotions.



What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 1A
 - Day 4: Follow the Alphabet
 - Day 4: Trace and Copy
- alphabet materials (choice)
- puppets from Day 3 or other available puppets

Music and Movement

- your choice of music

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 4.

Project Time

My Own Marionette

- thread or string

Story Time

- mutually chosen reading material



Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Use the Basic Calendar Time Procedure outlined in Day 1. You will find more suggestions for calendar activities in the Calendar Package.

Focus for Today

Materials

Thematic Assignment
Booklet



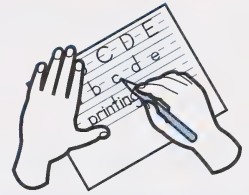
Dramatic skills are the learning focus for today. Take note of your student's ability to express feelings through voice and puppet movements. There is no Learning Log for Day 4, but you could preview Day 5: Learning Log in Thematic Assignment Booklet 1A. Drama continues as the focus on Day 5.



Language Arts

Time recommended: 20 minutes

Alphabet and Printing



Activities

Teaching Tip



Letter recognition is vital to the beginning reader. It should be automatic and effortless. Studies show that this is an excellent indicator of future reading success.

When a student struggles to identify letters, less attention and effort remain for the rest of the reading process. A nonfluent reader will often skip over unfamiliar letters, which reduces understanding of the text.

Skipping letters also interferes with learning sight vocabulary. When letters are not recognized, the student won't be able to recognize words. Students can't reliably memorize an image that is unclear to them.

Materials

Home Instructor's Manual



Help your student become familiar with letters by spending time on alphabet activities. Refer to Printing Steps and Strategies in the Appendix of the Home Instructor's Manual.

Ask your student to recite or sing the alphabet in order. If this is easy, have the student start or end with different letters.

Activities

Home Instructor's Script



Start with the letter **p** and say the alphabet to the end.

Start with the letter **g** and continue to the letter **o**.

Day 4 • Setting the Stage

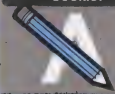
Students may be at different levels in their knowledge of the alphabet, so consider the following:

- If your student is not saying the alphabet in order, devote time every day until it is learned.
- If your student can say the alphabet in order, ask the child to identify letters at random.
- If your student can say the alphabet in order and identify individual letters, then ask the child to print the alphabet on paper. Mix up letter cards that you have made or purchased, and have your student put them back in order.



Materials

Thematic Assignment
Booklet



After about 15 minutes of alphabet activities, turn to Thematic Assignment Booklet 1A, and follow the directions to do Day 4: Follow the Alphabet.

Next, follow the directions to do Day 4: Trace and Copy. Encourage the student to copy as neatly as possible, use downward strokes, and move from left to right, to assist writing and reading development.

Music and Movement

Time recommended: 10–15 minutes

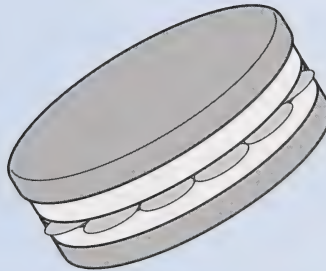
Activities

Teaching Tip

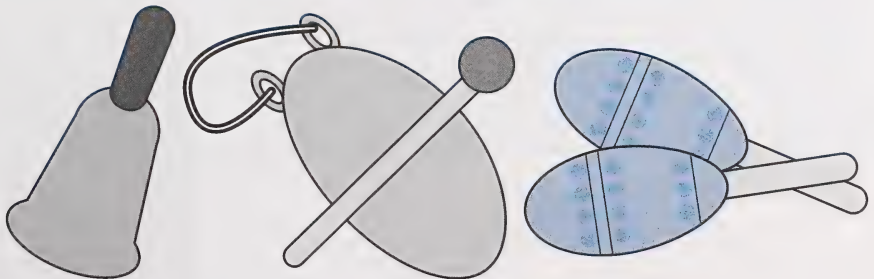


To relax and energize, take frequent activity breaks after periods of sitting. Learning to take breaks for health is as important a life skill for your student as learning to read. If you have trouble getting your student to return to work, try some of the following:

- Lead the action break with enjoyable exercises or music and movement so the student realizes that you decide when to sit down and return to work.
- Set a timer or use a musical signal that the student can respond to rather than your voice. You could use a tambourine or other instruments, such as those pictured below.



- Use verbal praise or other rewards to show that returning to work on time is important.





When the weather is suitable, you can do your physical activities outside.

When it is not, then you can relax with indoor stretching exercises done to slow music, such as “May There Always Be Sunshine,” introduced in Day 1.





Language Arts

Time recommended: 60 minutes

Puppetry and Drama

Your student can now further explore puppetry as a dramatic form. Children generally respond well to puppets—whether as performers or audience members, children become participants.

Activities

Teaching Tip



Puppets can make an unhappy child laugh, a shy child more bold, or a loud child whisper. For many youngsters, it is easier to assume another role with a puppet than it is on their own. For some, it is easier to express feelings when a puppet does the talking. Puppetry, like other forms of drama, can be a confidence booster and help students get to know themselves.

Day 4 • Setting the Stage

Begin your discussion by sharing experiences with puppets.

Can you remember seeing a television show or performance with puppets?

Of the puppets you made last day, do you have a favourite?

Tell why you like that one.

Your discussion could include other puppets that you have. Ask if your student has heard of the puppet Pinocchio, perhaps the most famous puppet of all.

Then work with the puppets you made on Day 3 or other puppets you have. Help your student choose and name two puppets. Create a character for each with the following script.



Who is your puppet? (For example, adult, child, boy, girl, mother, or father.) Accept as much detail as the child can provide.

Who is the other puppet?

What does (puppet's name) like to do?

What does (other puppet's name) like to do?

Think of two different voices for these puppets.

What kinds of voices do people use? (loud, whispering, happy, sad, high, low)

How do you think (puppet's name) would sound?

How do you think (other puppet's name) would sound?



During puppet play, allow your student to

- experiment with puppet manipulation
- express feelings as a puppet and as an actor
- explore and create various make-believe settings that the character can react in, for example, cooking in the kitchen, playing at the park, or going to the store

Through puppetry and other dramatic forms, the student can begin to appreciate the flexibility of the voice as an instrument. Encourage the student to

- speak with clarity and expression
- speak with ease and energy
- articulate, or pronounce the sounds of standard speech

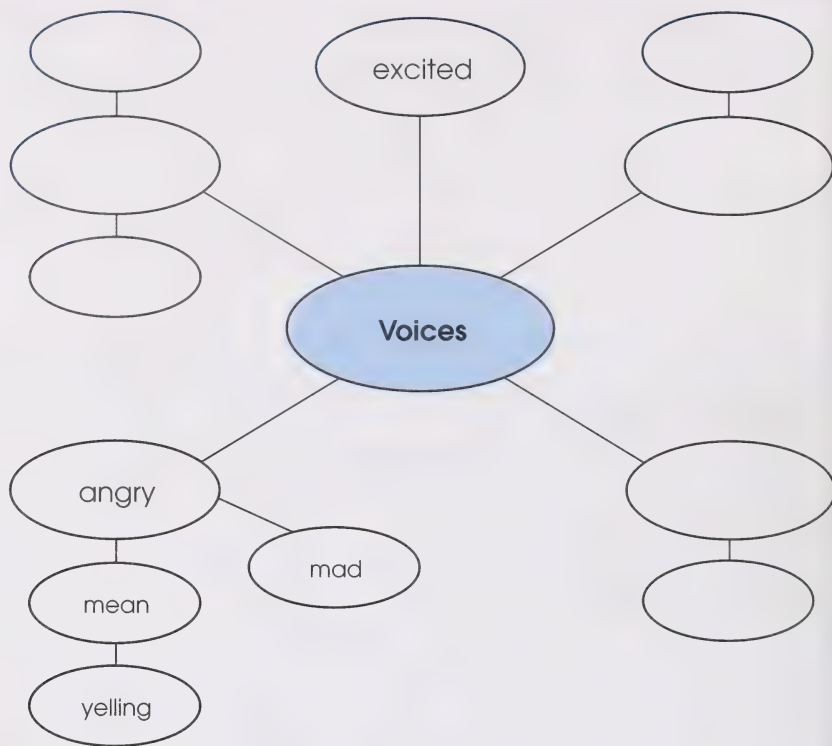


web chart: a way of recording and organizing ideas on paper; may also be called a mind map

Following is a **web chart** activity to help your student think of ways to use the voice as an instrument for communication and self-expression.

Print the word **Voices** in the middle of a sheet of unlined paper, as shown on the following page. Ask your student to think of as many kinds of voices as possible. Print the child's suggestions on the paper, grouping any words that are related, for example, grumpy and unhappy.

Day 4 • Setting the Stage



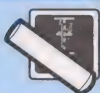
Experiment with the puppets by saying the following lines in a variety of voices.

Good morning.

What do you think?

Activities

teaching tip



To further demonstrate the flexibility of the human voice, experiment with the same phrase spoken with different **pitch**, **rate**, **intensity**, and **volume**.

- pitch: the highness or lowness of sound
- rate: the speed of speech—quick or slow
- intensity: the degree of energy or feeling in sound
- volume: the loudness or softness of sound

Have the student use the puppets to try the following expressions in different ways.

I like that.

How are you?

Have the student try speaking for the puppets as follows:

- **quickly** and then **slowly**
- in a **loud** voice and then in a **soft** voice
- in a **high** voice and then in a **low** voice
- with **great feeling** and then with **little feeling**

It's not necessary to send this web chart to the teacher. Post it while you are doing drama activities, and later, file it in your chart binder.



Now use the puppets to act out a simple story.

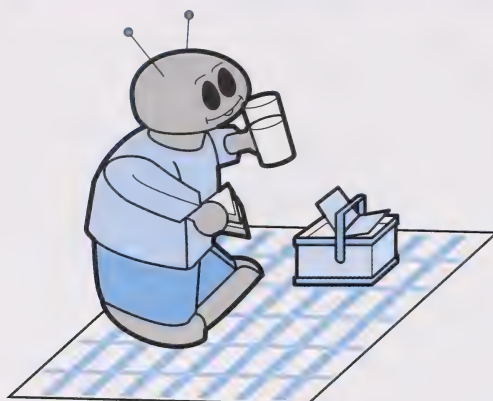
Let's make up a story for your two puppets.

What kind of story shall we play?



The story you act out will influence the voices you use. Try a familiar story from a book or a made-up scene about two characters talking. Demonstrate a variety of voices for the puppets. Your student could change the puppets' names to suit your story.

Now is a good time for
a lunch break. Enjoy!



Silent Reading

Time recommended: 5–10 minutes

Young children model the behaviours they see. Since imitation is part of learning, it is essential that parents and other family members demonstrate the importance and pleasure of reading.

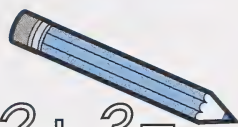
In this module, the student will see photographs of people of all ages reading. During Silent Reading each day, draw the student's attention to the photograph. Discuss who is reading, where that person is reading, and even the purpose of reading. For example, some people seem to be reading for enjoyment, while others seem to be looking for information.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 4.



$$2 + 3 = \underline{\quad}$$

Project Time

Time recommended: 50 minutes

Today's project allows for creative expression in movement and art. Your student will make a unique marionette.

The student will observe people and situations. How do people move or hold themselves in certain situations? How do they show feelings with their bodies? For example, have your student show postures for sad, nervous, and excited characters.



Talk about the puppets in the Puppet Chart on the next page.

Which of these kinds of puppets have you seen or played with?

Do you know how these puppets work?

What are they made from?

Can you tell about any other kinds of puppets?

Look at the marionette in the chart. Discuss how a puppeteer, or operator, would make the marionette move.

Puppet Chart

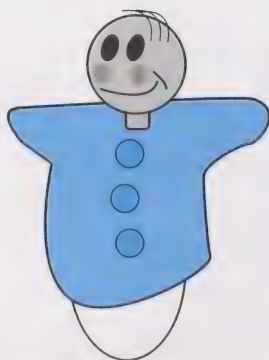
marionette (stringed puppet)



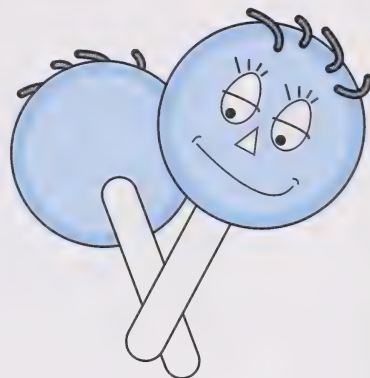
sock puppet



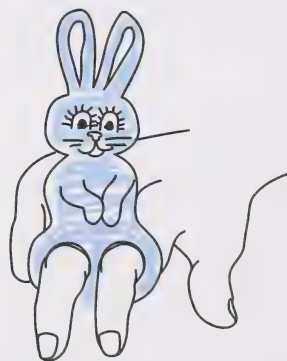
hand puppet



stick puppet



walking finger puppet



fold-up paper puppet



Ask your student to pretend to be a marionette while you act the part of the puppeteer. By pulling make-believe strings, attached to the student's head, arms, and legs, try the following puppet movements:

- lift right arm, left arm, right leg, left leg
- lift right arm and left leg, left arm and right leg
- bend down, stretch arms up, turn to the right



You and your “puppet” could try some of the following. Use these instructions.

Show how you would move if there was only one string coming from the top of your head.

How would you move if the string was coming from your chin?

Sit on the floor.

What would happen if there were strings pulling on your toes?

How would you move around the room?

How would you move if the strings were pulling your elbows?

My Own Marionette

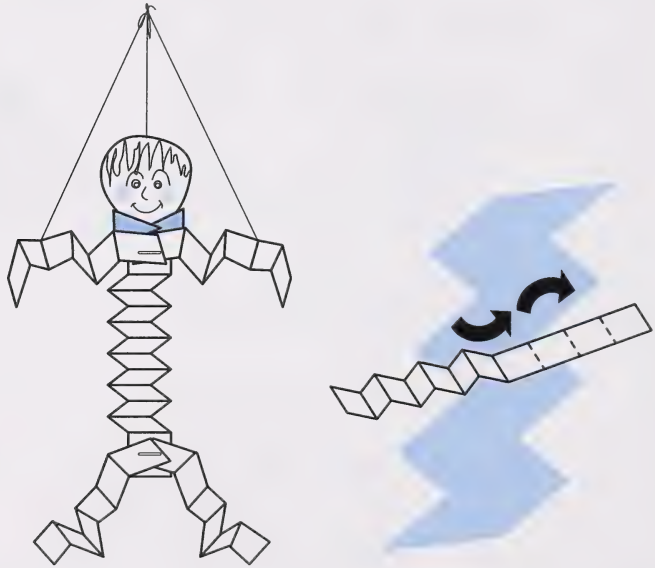
Now your student can construct a marionette and make it move.

First, cut some construction paper into strips. Suggested lengths are

- body: one strip, 20 cm by 3 cm
- arms: two strips, 12 cm by 2.5 cm
- legs: two strips, 16 cm by 2.5 cm

Your student could make a larger figure.

On other construction paper, have your student draw the head of a person or animal. Cut out the head and other parts, such as a bow tie, moustache, ears, feet and hands, or hair. Draw or glue on facial features like eyes, nose, and mouth.



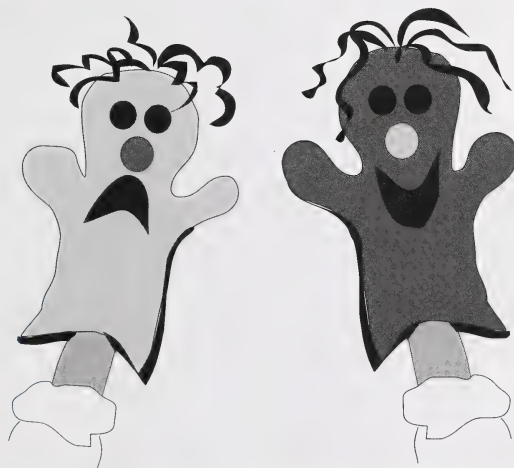
Take the strip of paper for the body, and pleat it like an accordion. Attach the head to the pleated body with glue, tape, or staples. Pleat the other strips and attach them to form arms and legs. Encourage your student to attach hands or mitts and feet or shoes.

Attach thread or string to the head and hands or to the head only. Experiment with moving the puppet by pulling on the strings.

Sharing Time

Time recommended: flexible

Have your student perform some of the puppetry activities created earlier. Encourage an expressive presentation to show feelings. Your student could ask audience members to guess the feeling being expressed by the characters in the puppet shows.



What feelings do these puppets show?

Let's Look Back

Time recommended: 10 minutes

As you review the day's activities, start with some of the following.

Did you enjoy making puppet voices?

What kind of voice was your favourite? Why?

Where could you do another puppet show?

What was the most difficult thing you did?

Would you like to plan a short puppet play for the culmination, or **grand finale**, of this module?

grand finale: a climactic ending

Story Time

Time recommended: flexible



**Congratulate yourselves on
finishing Day 4.**

**Next day, you will read a play
about Little Red Hen.**

Little Red Hen Speaks Her Mind

You have accomplished a great deal since Day 1 and are likely feeling more comfortable with the course material now. As you become familiar with the procedures and routines, you will find you are able to work more quickly and smoothly.



As suggested in Day 1, you may have used two calendar days to do each of the first four “Days.” Now you are encouraged to complete the whole day’s plan in one day.

Materials

Home Instructor's Manual

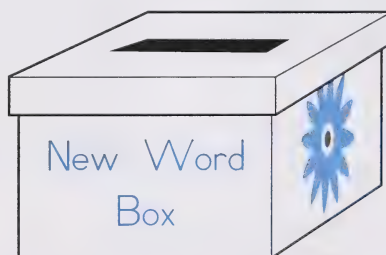


If this still seems unrealistic, refer to the Home Instructor’s Manual for scheduling suggestions, or discuss your situation with the child’s teacher.



Last day, your student experimented with puppetry as a dramatic form. Today, readers' theatre will be introduced. Your student will try out different voices and feelings while reading the play *Little Red Hen*.

During the Language Arts activity this afternoon, you will prepare Word Boxes to help develop your student's word recognition skills for future days.



What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Alphabet chart from the Home Instructor's Manual
- *Level A: Modern Curriculum Press Phonics* book, pages 7 and 8
- stamps or stickers (optional)
- Thematic Assignment Booklet 1A – Day 5: Printing Ss
- two shoe boxes
- tissue paper or plain white paper to cover the boxes
- blank audiocassette or videocassette
- audiocassette or videocassette recorder

Music and Movement

- “Carnival of the Animals–The Elephant” from the audiocassette *The Orchestra* or the CD *Classics for Children*

- audiocassette or videocassette player

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 5.

Project Time

Project Choice 1: Puppet Experiments

- puppets
- mirror (optional)

Project Choice 2: Fun with Acting

- mirror

Project Choice 3: On Stage

- puppets
- puppet stage (optional)

Let's Look Back

- Thematic Assignment Booklet 1A – Day 5: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Refer to the Calendar Time Teaching Notes that are suitable for your student's development and family plans. You may have posted this list on Day 3. After your student determines the day of the week and the calendar date, ask questions about the passage of time.



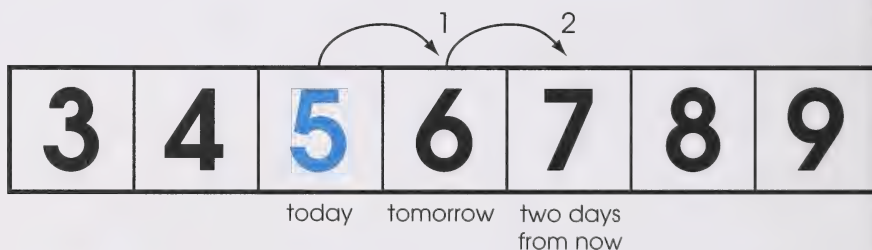
What was the name of the day three days ago?

What day will tomorrow be?

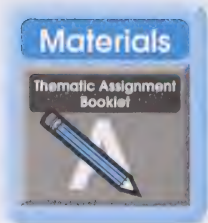
What day will it be two days from now?

How many more days until Saturday?

Tell your student that the current day is not counted. See the diagram that follows.



Focus for Today



Today's emphasis is on **drama**. Make note of your student's involvement, interest, and developing skill in the drama activities. How well can your student act out a role or character? Is your student able to express emotion through voice, body movement, and facial expression? Preview Day 5: Learning Log in Thematic Assignment Booklet 1A.

Language Arts

Time recommended: 25 minutes

Phonics

Activities

teaching tip



The most effective way to teach phonics is to introduce skills as they are needed for reading and writing, but a formal phonics time is set aside to teach skills sequentially as well.

Reinforce the student's phonics skills during other activities with the suggestions included throughout this course.

Do not limit your student to the skills emphasized in this program. One student may be ready for more complex skills. Another may not yet be ready for all of the skills presented.

Materials

Home Instructor's Manual



Remove the Alphabet Chart from the Appendix of the Home Instructor's Manual, and hang it where your student can see and reach it. Beginning today, you will use the following strategies with your student.

Five Basic Steps for Teaching Phonics

Step 1: Listen—Hear and recognize similarities and differences between sounds.

Step 2: Say—Say words that contain the sounds.

Step 3: See—Recognize letters that make the sounds in printed words.

Step 4: Write—Print letters and words.

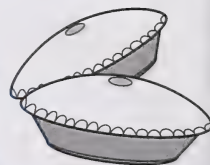
Step 5: Do—Apply knowledge and skills to achieve growing independence in reading and writing.

The letter **s** is introduced today. (In this course, if a letter is in quotation marks, read and say it as the sound that letter makes. If a letter is in boldface type, read and say it as the name of the letter.)

1. Listen

Ask your student to listen for the “s” sound in the following rhyme.

Simple Simon met a pieman
Going to the fair.
Said Simple Simon to the pieman,
“Let me taste your ware.”
Said the pieman to Simple Simon,
“Show me first your penny.”
Said Simple Simon to the pieman,
“Indeed, I have not any!”



2. Say

Have the student say the rhyme with you, raising a hand when the “s” sound is heard. Say “Indeed, I have not any!” with more force, making note of the exclamation mark.

3. See

Look around to see objects that begin with the “s” sound.

Print **Ss** on a piece of unlined paper. Ask your student to find words on charts, in the pocket chart, in magazines, and in newspapers that have the letter **s** in them.

4. Write

Ask your student to trace the letter with a finger, copy a dotted-line model, and then independently print **Ss** on a chalkboard or unlined paper.

The student could make **s** with modelling clay, paint the letter, or place yarn in that shape.

Alternative Activity: If your student is not familiar with the “s” sound, gather and name objects that begin with the letter **s**. Put them into a box labelled with the letter **s**. Find objects that do not begin with **s** to help your student discriminate sounds, and have the child sort out the objects that begin with the sound of the letter **s**.

Enrichment (optional)

Ask your student to arrange a few “s” items on a piece of paper and print the name of each item independently.



Beginning readers need to see print often in their daily routines. Label rooms, furniture, and appliances with signs to give your student frequent exposure to the printed word. The steps that follow will make this reading strategy more effective.

- Involve the student in making the signs.
- Make the signs big enough for poster-sized letters.
- Use lower-case letters unless you are using names, such as Mary’s room.
- Place the signs at the child’s eye level.
- Refer to the signs when reading or doing phonics. For example, “This word begins with **b** like in the word **bathroom**.”

mirror

door

window

fridge

5. Do

After your student has worked with the “s” sound and printed **Ss** on chalkboard or paper, it is time for the assignment.

Printing

Turn to Thematic Assignment Booklet 1A. Note the two variations on Day 5: Printing Ss—one with top, middle, and base lines (Choice 1) and one with only a base line (Choice 2).

Choice 1 is for students who have been printing on lines for some time. Use the following instructions.

Today, you will print on lines and spaces. See where the house sits on the lines. Letters also sit on lines and spaces.



If your student is a relatively new printer, use Choice 2 with only a base line.

Note: Complete only **one** sheet of Day 5: Printing Ss.

Alternative Activity: If your student cannot print the letter on the line, have the child practise the letter **s** for a minute or two per day for several days. The student could paint the letter, make it from modelling clay, arrange yarn into the shape, and shape letter **s** with the entire body.

Turn to *Level A: Modern Curriculum Press Phonics*, and follow the directions to complete the letter **s** activity on page 7. Then do page 8. Correct the pages with your student. You could put stamps or stickers on the pages to reward a good effort.

Place the completed phonics sheets in the Student Folder. Be sure your student's name along with M1D5 has been printed at the top of page 7.

Materials

Thematic Assignment Booklet



Materials

Phonics Book



Materials

Student Folder



Music and Movement

Time recommended: 10–15 minutes

Use the selection “Carnival of the Animals—The Elephant” by Camille Saint-Saens, found on *The Orchestra* audiocassette or the CD *Classics for Children*. Listen to Peter Ustinov’s introduction to the double bass violin and then to the music.

Have your student experiment with actions and movements to go with the music. Note how the woodwinds play different music at the end of the piece. Emphasize the changes in **tempo** and **pitch**. The woodwinds alter the mood, or feeling, and make us want to move differently.

If your student is hesitant about moving to the music, suggest moving in different ways—with big or tiny movements, forward, backward, and sideways. Then have the student try these movements to music to see which one works best. Invite other people to join in. Discuss the following.



Walking is one way to move.

How else could we move to this music?

Show me some ways we could move.

How can we move our feet, our arms, our heads, or the rest of our bodies?

Suggestions could be to **skip**, **trot**, **roll**, **crawl**, **scoot**, **march**, or **hop**. The student may have lots of ideas and not need prompting.

tempo: rate of speed of a musical piece

pitch: the highness or lowness of sound

Language Arts

Time recommended: 60–90 minutes

Journal Writing

Use one of the following questions to introduce discussion time.

Do you have anything special you would like to talk about today?

What did you enjoy most about last day's school time? Tell why you liked that.

What new things have you been learning that you would like to tell your teacher about?



As you talk, topics will come up to write about. For example, your student may have lost a tooth, there may be new puppies, or someone may have a special coat or other item.

Begin writing with the following statement.

Now it's time to draw and write.

Materials

Student Folder



When the writing is finished, ask the student to read it back to you or tell you about the picture. Before placing the writing page in the Student Folder, print the child's full name and M1D5 on the back.

Reading

Today you will read *Little Red Hen*, a play suitable for readers' theatre. Learn about this dramatic form in the following Teaching Tip.

Activities

Teaching Tip:



Readers' theatre is a dramatic form that interprets and presents a story from a script. Characters read with expression and use gesture to communicate meaning. Students can develop

- language skills through speaking, listening, and reading
- performance skills through awareness of face, voice, and body
- appreciation for and enjoyment of literature
- confidence through practice and presentation
- empathy by experiencing thoughts and feelings of other people and cultures

Turn to the play on the following pages. Read the title, *Little Red Hen*, and have your student look at the story. Ask some questions.

What do you know about this story?

Who are the characters in this story?

If this is a new story, look at the pictures and predict what might happen. If your student knows this story, review what happens.

Point out that the story is written in play form. The coloured words show who the speakers are. Explain that a **narrator** is the person who tells what is happening in a story.

Read the story aloud, using a different voice and expression for each character. The student may read with you or say the narrator's part—ideal for a beginner since it is repeated.

Little Red Hen



Little Red Hen: Oh, look! I see a grain of wheat. I can plant it. Then I will make some bread. Who will help me?



Cat: Not I.



Dog: Not I.



Pig: Not I.

Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.



Little Red Hen: Oh, look! The wheat is yellow and ripe. Who will help me cut it?

Cat: Not I.

Dog: Not I.

Pig: Not I.

Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.



Little Red Hen: It's time to take the wheat to the mill to grind it into flour. Who will help me?

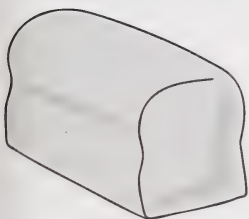
Cat: Not I.

Dog: Not I.

Pig: Not I.

Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.



Little Red Hen: Now it's time to make the flour into bread. Who will help me?

Cat: Not I.

Dog: Not I.

Pig: Not I.

Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.

Day 5 • Little Red Hen Speaks Her Mind

Little Red Hen: Now it's time to eat this good bread. Who will help me?

Cat: I will.

Dog: I will.

Pig: I will.



Little Red Hen: Oh, no, you won't.
I found the grain of wheat.
I planted it.
I cut the yellow wheat.
I took it to the mill.
I made the flour into bread.
I did it all by myself.
Now I shall eat the bread all by myself.

Narrator: And that's just what she did!

Materials

Audiocassette



Practise reading or telling the play from memory. Encourage the child to speak with expression. Then use a blank audiocassette or videocassette to record the play, in part or in whole, to show your student's progress. Have the student say her or his name and the title of the play and then read the play or tell the story onto the tape.

Materials

Student Folder



Listen to the recording. Then rewind the tape, label it, and place it in the Student Folder.

Sight Vocabulary

Activities

Teaching Tip



A bank of **sight words** is important in the reading process. A sight word is one that the student can read automatically, without "sounding it out." The student will use the following word bank to practise sight vocabulary or word recognition. This will help you and your student see progress in the development of sight vocabulary.

Materials

Home Instructor's Manual



Personal Word Bank and New Word Box

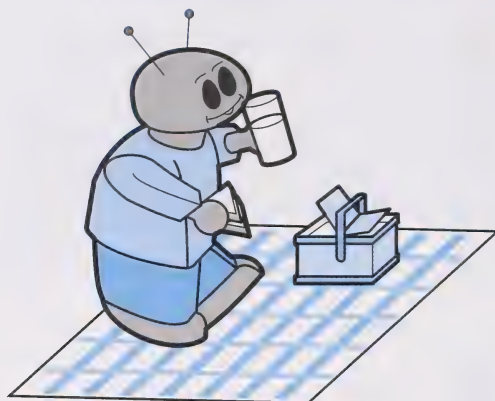
Cover two shoeboxes with paper. In each lid, cut a slit big enough for a flash card. Refer to the Word Study Teaching Notes in the Appendix of the Home Instructor's Manual. Label one box _____'s **Word Bank**, using the student's name. Label the other **New Word Box**. See the diagrams that follow.



Your student could decorate the top and the sides without labels. The labels will be more visible if those sides are left undecorated.

Set the boxes aside until next day when you will start selecting words to put in them.

Who will help prepare lunch?
Who will eat it?



Silent Reading

Time recommended: 5–10 minutes

Gather up your reading material and find a comfortable spot. If your student becomes totally absorbed, you could stretch the time by a minute or two. Stop at a pleasurable moment, however, before the child becomes restless.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 5.

Project Time

Time recommended: 50 minutes

Choose one of the three drama projects.

Project Choice 1: Puppet Experiments

Use the marionette from Day 4 or another puppet. Have the student manipulate the puppet and experiment with different voices.



Extra people could participate as well. Your student would benefit from the ideas of others on how to move and act with a puppet. The student could also watch in a mirror to see how the puppet looks to the audience. Suggest some of the following.

Let's think of some opposite words.

Can you make your puppet act happy?

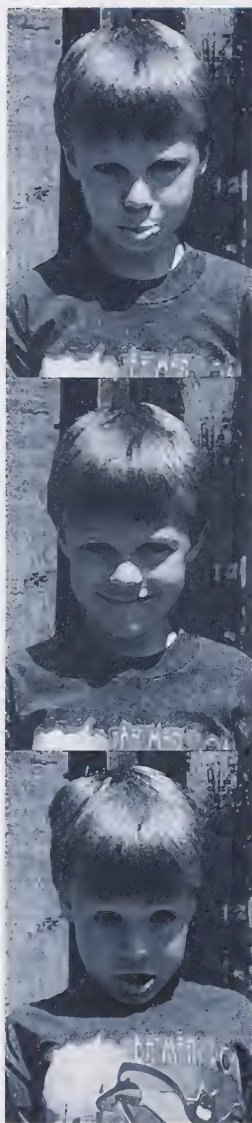
Can you make your puppet act sad?

More opposites to try are **old** and **young**, **hot** and **cold**, or **cry** and **laugh**. Experiment with the following actions.

Try to make your puppet look like it is

- singing
- walking upstairs
- walking downstairs
- taking a bow
- waving





Project Choice 2: Fun with Acting

Your student could do actions without a puppet, using a mirror to see facial expressions. Work through the following at a relaxed pace.

Last day, we used our voices different ways.
Today, try your face different ways.

Think how your face would look if you were very happy.

Show me a very sad face.

Show me a scared face.

Show how your face would look if you were

- feeling brave
- very angry
- quiet and peaceful

Next, have the student move different ways. See how the student would move if **angry, calm, happy, sad, excited, or frightened**.

This is an exploring time, so the student doesn't need directions on how to show these emotions. Encourage experimentation.

Enrichment (optional)

The next time you see a vending machine that takes strip photos, have the student express different emotions for the camera.

Project Choice 3: On Stage

Help your student choose a story or nursery rhyme to act out, with or without puppets. Other people could also take part. Use a puppet stage or a covered table, or go behind a sofa.

You be the narrator, and, if your student is able to, have your student act. Begin with “Little Miss Muffet,” for example. Say the rhyme and talk about how Miss Muffet might act when frightened by the spider. Practise acting out the rhyme to get it just right. Acting involves facial expressions as well as body movements.

Other rhyme suggestions include

- “Humpty Dumpty”
- “Jack and Jill”
- “Mary Had a Little Lamb”
- “Hickory Dickory Dock”

With family members or others, act out a familiar story such as

- “The Three Little Pigs”
- “Little Red Hen”
- “The Three Bears”

Narrating stories can work well, too. Narrating holds a story together, even if there is conversation included with the acting.



Sharing Time

Time recommended: flexible

The student may want to share something of a dramatic nature. Whether your student prefers puppetry or acting is of no importance. Both are forms of drama and encourage self-expression.

The student would benefit from performing in front of at least one other person. Performance by others is also significant. Lessons are learned from participating as an audience member, too.



Review the criteria for speaking, listed at the bottom of the Teaching Tip on page 87 in Day 4. Keep the show relaxed and informal so budding actors can meet these expectations.

Would some of today's activities be suitable for your culmination? For example, *Little Red Hen* might be a good play to practise for an audience. Would you be able to make a **skit** out of the Project Time activities?

skit: a short play, often one that is comical

Talk about how successful your drama activity was. Did everyone enjoy it? Would you do anything differently the next time?

Let's Look Back

Time recommended: 10 minutes

Ask your student questions that may identify strengths and weaknesses. The following might be useful.

Which activity do you think you did the best?

Is there something you would like to do again in order to do it better?

Name some things you learned today.

What was the most fun?

What was the least fun?

Describe how it felt to be an actor.

What do you want to tell your teacher about acting?

The focus today was on your student's developing skill and knowledge in drama.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1A, and record your observations in Day 5: Learning Log.

Under Student's Thoughts, **scribe**, or write for the student, any comments about drama.

Story Time

Time recommended: flexible



Reading is for everyone.

**How did your day go?
Be ready to learn about
the circus on Day 6.**

See the Circus!

Today, your student will learn about circus people and their jobs. Ideally, a visit to the circus would be the best way to bring the circus to life. Since this is not always possible, you could begin with books or videos on the topic. See Additional Resources at the front of this module for suggestions.

Your student will make and read a booklet called “Who Makes the Circus Fun?” and create a circus web chart to organize ideas about the circus. Then your student will make up circus words to a familiar tune and will study the word **red**—a colourful word to suit the circus theme.



What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics* book, pages 9 and 10
- Thematic Assignment Booklet 1A
 - Day 6: Printing Tt
 - Day 6: Who Makes the Circus Fun?
- stickers or stamps (optional)
- word boxes from Day 5
- index cards (some coloured cards and some white cards.)

Music and Movement

- recording or memory of the tune “Here We Go ’Round the Mulberry Bush”

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 6.

Project Time

Paint a Circus

- circus books, videos, or websites
- tempera paint
- paintbrush(es)
- water
- newspaper to cover work surface

Story Time

- mutually chosen reading material





Calendar Time

Time recommended: 10 minutes

Refer to the Calendar Time for suggested routines and activities.

Focus for Today

Today's focus is the **visual arts**. You'll observe skill in painting while your student creates a circus picture using a variety of colours. A Learning Log is not included in Day 6.

Language Arts

Time recommended: 35 minutes

Word Study

Take out the New Word Box and your student's word bank.



Each day, you will print some words on index cards. Some words will be assigned and printed on coloured index cards. You can choose others from a reading selection, a writing activity, a chart, or other words of personal interest to the student and print them on white index cards. Help the student choose words that will be useful.

Today, print the word **red**. Your student may recognize this colour word from the play *Little Red Hen*. Show the student that this word may be written as **Red** when it is part of the hen's name or as **red** when it indicates a colour.

Materials

Home Instructor's Manual



Teach your student to read each new word by doing some of the activities listed in Word Study Teaching Notes from the Appendix of your Home Instructor's Manual. Refer to the Language Arts section to find additional information regarding development of a sight vocabulary.

After some word box activities, put the new word card into the New Word Box. Later, if your student can read the word without help, that flash card will be “earned” and can then go into the personal word bank. From time to time, check whether your student still remembers the words in the bank.

If your student can't read a particular word, return that flash card to the New Word Box until the student can try again. At quiet times during the day, the student can open both boxes to study words. At the end of each day, check again whether your student can remember that word. If so, that flash card goes into the personal word bank.



Language Arts

Time recommended: 60–90 minutes

Phonics

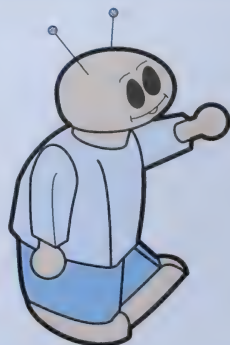
Activities

Teaching Tip



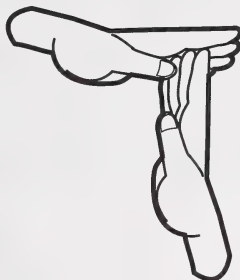
Kinesthetic learning can be used to link a physical action to a letter and sound. The learner uses a sense or body movement. Kinesthetic actions combined with sight and hearing reinforce learning.

A physical action helps students understand and remember the connection between a letter and its sound. This is beneficial to any learner but essential for those children who learn best through movement.



Introduce the sound of the consonant **t** at the beginning of words by using some or all of the following strategies.

- The key word for the sound of the letter **t** is **tee**. To make the symbol for this letter name, place one hand straight up. Tap the other hand flat on top of the vertical fingers while you say the sound “t.” Repeat the “t” sound to lead into the word *tee* (“t-ee”).



- Find items in your work area that begin with the “t” sound.
- Say one-syllable words. Ask your student to listen for the “t” sound at the beginning of each and make the **t** motion, tapping the hands together as shown above, each time a word begins with the “t” sound.

Following are sample words. Some do not begin with the letter **t**, to encourage discrimination between the “t” sound and other beginning sounds.

two	turn	tack
five	come	nine
ten	teen	tall

- Say riddles or unfinished sentences that complete with a word beginning with the letter **t**. Following are examples.

We might sleep in one when we go camping. (tent)

You use them to eat. (teeth)

It's the number that comes after nine. (ten)



You use it to lick ice cream cones.
(tongue)

- Say sentences in which many words begin with the “t” sound. Ask your student to repeat as many of the **t** words as possible. Some examples follow.

Tiny Tim lost two teeth on Tuesday.

Ten timid tigers tiptoed to the tree.

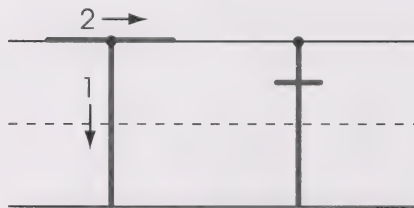
Tammy will take terrible tadpoles to trick Ted tomorrow.

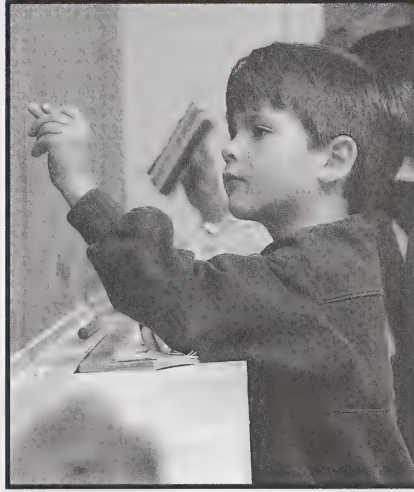


Printing

Print **Tt** on the chalkboard or unlined paper. Ask your student to trace over the letters with a finger and then with a chalk or crayon. Then have the student print **Tt** while saying the name of the letter.

Coach the child to print the letter **T** by starting at the top, making the down stroke first, and then adding the top line from left to right. Follow the same procedure with the lower-case **t**.





For extra practice with the letter **t**, try some of the following:

- Find words that begin with **t** on charts and in books.
- Find **Tt** on the alphabet chart.
- Print **T** and **t** in cornmeal or salt spread on a cookie sheet.
- Roll “snakes” from modelling clay and form **T** and **t**.
- Paint **T** and **t** or draw them with a felt pen on large paper.
- Cut the letters **T** and **t** from magazines and newspapers. Make a **Tt** collage. Add pictures of items that begin with **t**.
- Glue dry beans, macaroni, bread ties, yarn, fabric, or other small objects onto the outline of **Tt**, which you have printed on cardboard.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 1A, and follow the directions to complete either Choice 1 or Choice 2 of Day 6: Printing **Tt**. Use the same variation as the student used for Day 5: Printing **Ss**.

Materials

Phonics Book



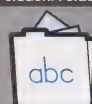
Open *Level A: Modern Curriculum Press Phonics* and follow the directions to complete page 9. Allow your student to work independently. Then correct the page.

Turn to page 10, and note that the sample lower-case **t** is crossed in the centre. Fix this before the student begins this page by covering the sample **t** and printing a new lower-case **t** beside it. Then ask your student to do page 10. Begin by reading the letters **Tt** at the top of the page. Check the work with your student. When you both think the work is well done, acknowledge the student's effort with a sticker, a stamp, a pat on the back, or a handshake.



Materials

Student Folder



Remove pages 9 and 10 from the phonics book. Be sure the student's name is printed along with M1D6 at the top of page 9, and then place the sheet in the Student Folder.

When phonics sheets are returned after marking, you can hole-punch them and keep them in a binder.



Music and Movement

Time recommended: 10–15 minutes

If you know the songs listed below, encourage your student to sing them along with you. If you play the piano or another instrument, you could accompany the singing.

- “Frère Jacques”
- “London Bridge Is Falling Down”
- “Here We Go ’Round the Mulberry Bush”
- “Three Blind Mice”



A repertoire of old favourites can help you and your student create new songs that fit a theme. For example, for your study of the circus, try the song that follows.

We Are Going to the Circus

(to the melody of "Here We Go 'Round the Mulberry Bush")

We are going to the circus,
to the circus,
to the circus.

We are going to the circus.
I wonder what we'll see.

We will see a ringmaster,
a ringmaster,
a ringmaster.

We will see a ringmaster
Announcing every act.

We will see a juggler,
a juggler,
a juggler.

We will see a juggler
Tossing balls and sticks.

Together, create new verses. After completing the next assignment, you may have more ideas for verses about other circus people.



Language Arts

Time recommended: 30 minutes

Reading

Today, your student will do the following:

- use pictures to help learn circus vocabulary
- learn about questions and question marks
- organize information in a Circus Sights web chart.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1A, and follow the directions to make the booklet in Day 6: Who Makes the Circus Fun?

Read the booklet aloud, pointing to the words with your finger. Talk about how each of the people in the booklet would help to make the circus fun.

Point out that the title of the booklet is a **question** and that it ends with a **question mark (?)**. The booklet gives the answers. You will work with questions and question marks in Writer's Workshop.

Discuss the story, using some of the following questions.

What other people work at a circus? (lion trainer, elephant trainer, horse riders, workers who set up the circus)

If you were in a circus, what would you like to do?



Circus Sights Web Chart

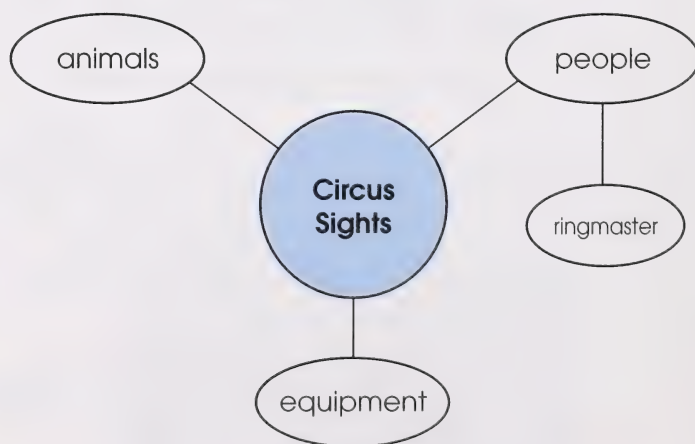
brainstorm: think of and record as many ideas as you can on a given topic

Make a web chart on a piece of unlined paper. In the middle, print the title “Circus Sights.” **Brainstorm** for lists of people, equipment, and animals. Write down the ideas that come to mind. This will proceed more smoothly if you print the words.

Have your student look back over the booklet. Look at the ringmaster, for example, and suggest adding **ringmaster** to your chart.



Following is an example of a web chart.



Add to this chart over the next few days as you learn more about the circus. Post your Circus Sights web chart in a convenient spot to refer to again on Day 7, Day 8, and Day 9. After Day 9, place this chart in a binder along with your other charts.

Writer's Workshop

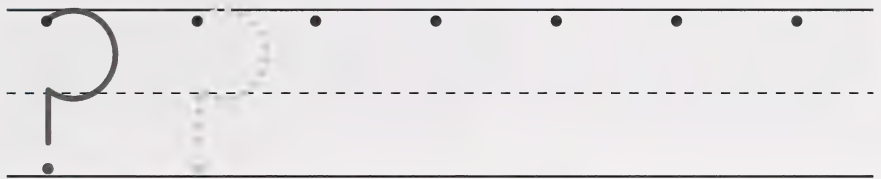
Refer to the cover of “Who Makes the Circus Fun?” Point to the question mark. Remind your student that questions are sentences that ask something, so we put a different mark at the end. Give other examples of questions.

What day is it?

When are we going to town?

Who will go with us?

Briefly review question marks. Have the student practise making question marks on paper.



Then help your student choose one or two questions to print and illustrate. The student need not answer the questions, just ask them. You could use the following script to return to the topic of the circus.

We read a booklet and talked about the circus.

Do you have any questions about the circus?

Is there something you would like to ask an acrobat, an elephant trainer, or a clown?

Would you like to know something about the animals?

Think of a question that will help you find out more about the circus.

Day 6 • See the Circus!

Print this question on a page.

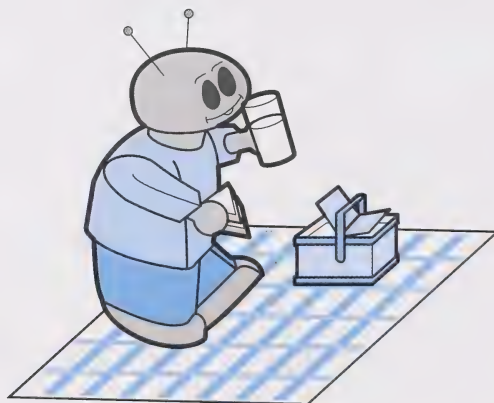
How can you find an answer to this question?
(visit the library, look in books, watch a video,
ask someone who knows about the circus)



Have your student label the writing page with the following, which may be abbreviated:

- student's name
- module and day numbers (M1D6)

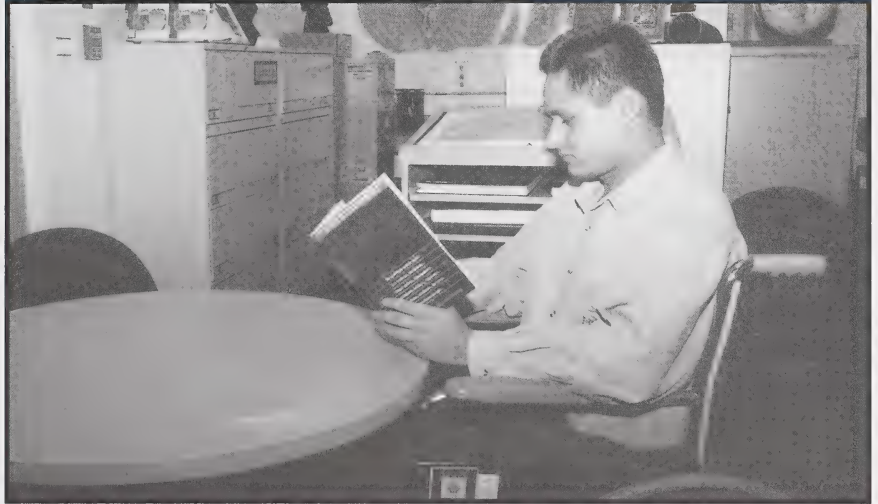
Place this sheet in the Student Folder.



Circus workers need a lunch break, too

Silent Reading

Time recommended: 5–10 minutes




Is this man reading for enjoyment or for information?

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 6.


$$2 + 3 = \underline{\quad}$$

Project Time

Time recommended: 50 minutes

Paint a Circus

Refer your student to any books, videos, or websites available to see illustrations of circus scenes. Ask questions like the following.

What do you see in this picture of a circus?

Would you like to see a circus out-of-doors instead of inside a tent or arena?

Why do you say that?

Think of some unusual places where you could see a circus.

Together, brainstorm possible places. Your ideas might include **the beach, backyard, jungle, desert, or downtown**. Write your ideas on a piece of paper or chalkboard, and have your student choose **one** of the places as a background for a circus painting.



Set out a piece of art paper, paints, a container of water, and a brush. Talk about the setting your student has chosen—a circus in a conventional setting is fine, too. Read the Teaching Tip that follows for ideas to help the painting go smoothly.

Activities

Teaching Tip



Help your student learn to control the amount of paint and water to make pleasing colours and lines.

Set the following guidelines before starting to paint:

- Collect all materials before beginning.
- Cover the work surface with newspapers.
- Put on an old shirt, and roll up the sleeves.
- Stand up to paint, if possible.
- Do a practice paper to learn how to “load” the brush with paint to make dark colours. (This takes patience and muscle control but is worthwhile.)
- Experiment with various widths and shapes of brushes for different details.
- Experiment with blending and choosing colours.
- Let one colour dry before painting near it with another colour, unless you want the colours to blend.
- Take time to do a good job.
- Fill up the entire page with painting.
- Let the painting dry before touching it.
- Help clean up after you have painted.



Materials

Student Folder



Print the following information on the back of the dry painting:

- student’s full name
- module and day numbers (M1D6)

Display the painting for a few days before putting it away in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could share the writing from Writer's Workshop and sing the new words to "We Are Going to the Circus." The circus painting may already be displayed.

Let's Look Back

Time recommended: 10 minutes

Today's focus was on your student's developing skill in painting. Think back to ways the child showed enjoyment of painting. What did your student think was the best part of the day? There is no Learning Log for Day 6.

Story Time

Time recommended: flexible



**Are you beginning to imagine the circus?
Next day, you'll discover more
circus sensations.**

Circus Sensations

If your student has ever attended a circus, refresh the child's memory through discussion, activities, and observation. If the student has not had this opportunity, an imaginary trip can provide background knowledge for reading, writing, and drawing activities.

During Project Time, prepare a snack (caramel apples or popcorn) that is associated with the circus. For a meal, add more circus tastes and smells—foods such as hamburgers, hot dogs, or corn on a stick. You could end a meal with the treats made during Project Time.



Circus sensations at home

Materials

Thematic Assignment
Booklet

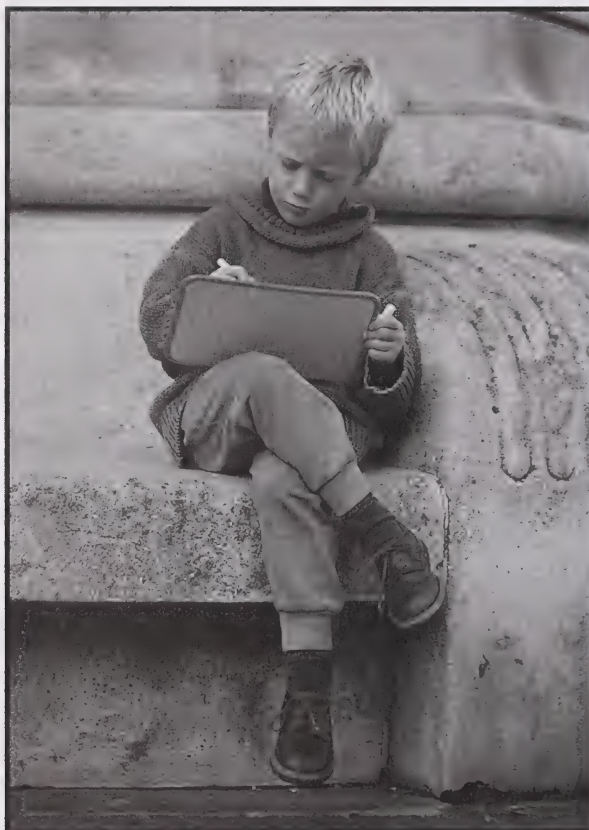


While preparing and eating carnival fare, observe the smells, tastes, textures, shapes, and sizes of each food. Preview the characteristics to look for in Thematic Assignment Booklet 1A under Day 7, Observing Changes.

Day 7 • Circus Sensations

You will emphasize the sense of sight as the student reads the story “I Spy.” In a booklet called *At the Circus*, the child will write about circus sights.

Refer to the Reading activity in the Language Arts section before you begin, so you can make phrase and word strips ahead of time for Writer’s Workshop.



What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- pocket chart
- other materials as needed

Language Arts

- word boxes and blank index cards
- three paper bags (optional)
- Thematic Assignment Booklet 1A – Day 7: Printing Mm
- *Level A: Modern Curriculum Press Phonics* book, pages 17 and 18
- “I Spy” from the *Collections* book *One in the Sun*
- Circus Sights web chart
- pocket chart
- word and phrase strips (prepared in advance)

Music and Movement

- props such as skipping rope, bench, masking tape, balls, and balloons

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 1, Day 7.

Project Time

- Thematic Assignment Booklet 1A – Day 7: Observing Changes

Project Choice 1: Popcorn

- popcorn
- popcorn maker or large pot with lid
- salt or popcorn flavour (optional)
- melted butter (optional)

Project Choice 2: Caramel Apples

- five apples
- five wooden craft sticks
- one package of caramel candies
- water
- double boiler or microwave-safe bowl
- wooden spoon
- stovetop or microwave oven

Let's Look Back

- Thematic Assignment Booklet 1A – Day 7: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

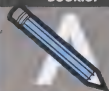
Time recommended: 5 minutes

Proceed with the usual calendar routine. Add variations from the Calendar Package if your student is ready for a change.

Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is your student's **familiarity with the alphabet**. Preview Day 7: Learning Log in Thematic Assignment Booklet 1A for the skills to observe.

Language Arts

Time recommended: 35 minutes

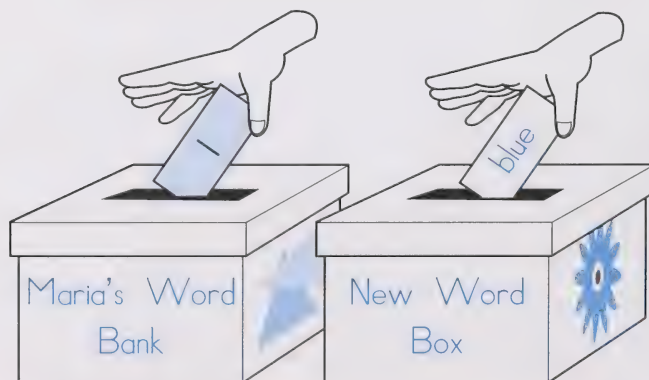
Word Study

Take out the New Word Box and the student's Word Bank.

Silently print the following words on coloured flash cards:

- blue
- I
- can

Is your student able to read these words automatically? If so, have the child place the flash cards in the personal Word Bank.



Materials

Home Instructor's Manual



If your student is unable to read the three words at a glance, then guide your instruction with the Word Box Teaching Notes from the Appendix of the Home Instructor's Manual. Place any flash cards with words your student is learning into the New Word Box.

Test your student on the last day's words in the Word Bank to see if the words have been retained. Help the child study any words that are not readily recognized.

Alternative Activity: If your student is having trouble with the Word Study activity, limit the number of words worked on. One or two new words a week may be enough at first. Words that name colours are generally a good place to start.

Phonics

Introduce the letter **m** with the following rhyme.

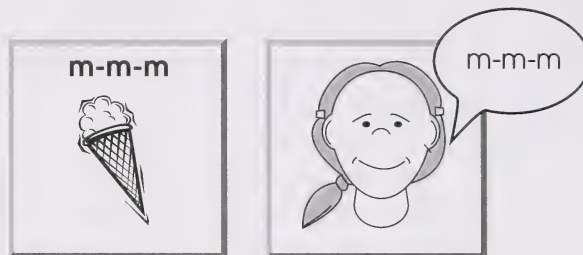
M is for “m-m-m”
When something tastes yummy,
When you can't wait to get it
Right into your tummy!



Day 7 • Circus Sensations

Read the rhyme again, asking your student to join in or just say the “m” sounds. The “m-m-m” sound that means **yummy** is the key sound for the letter **m**.

Make the “m-m-m” sound as shown below. The vibration of the lips produces a physical sensation that helps the student remember the letter **m** and its sound.



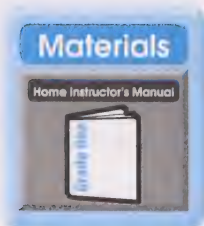
Practise the letter **m** and its sound with the following strategies.

- Say one-syllable words, and ask your student to listen for the “m” sound at the beginning of each one. If the “m” sound is heard, the student can indicate this with the “m-m-m” sound that means *yummy*. Try the following words.

man	mouse	my
cup	more	dog
me	sit	milk

Include a few words that begin with other sounds to encourage the student to discriminate sounds.

- Find items in your work area that begin with the “m” sound.
- Locate the letters **Mm** on the Printing Chart.



You and the student will see variations of certain letters in other materials. For the letter formation used in this Grade One Thematic program, refer to the Printing Chart in the Appendix of the Home Instructor's Manual.

Activities

Teaching Tip



Today, also refer to Day 7: Printing Mm, in Thematic Assignment Booklet 1A. Note that the lines are printed **from the top down** for the capital letter **M**. If you are used to making the letter **M** in a different way, practise making it this way on a separate sheet of paper so that you demonstrate it this way for the student.

- After reading the Teaching Tip, print the letters **M** and **m** at the top of a chalkboard or unlined paper. Under the heading **Mm**, list words that begin with the “m” sound. Look for **m** words on any charts that are hanging in your work area.



Your student has done the following:

- listened for the “m” sound
- said the “m” sound
- seen the letter **m** in print

Next, the student will print this letter in both capital and lower-case formations, **Mm**.

Activities

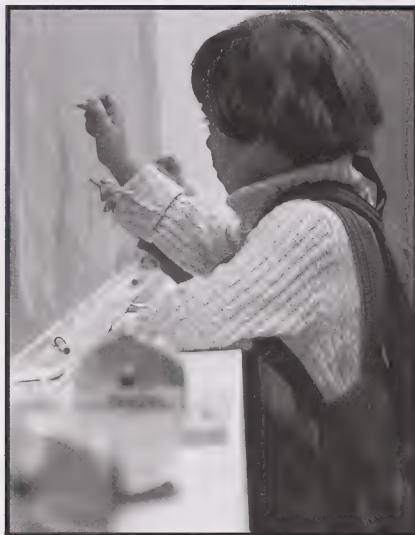
Teaching Tip



The term **capital** refers to the series of letters that begins with **A, B, C**. Introduce the term **upper case**, mention that *capital* and *upper case* mean the same when referring to letters.

Lower case refers to the series of letters that begins **a, b, c**.

The terms *small letters* and *big letters* are less satisfactory, as the difference in size is not readily apparent for letter pairs such as **Ff** or **Pp**.



Printing



Introduce and demonstrate printing **Mm** with the following script.

The capital letter **M** is made of two straight and two slanted lines.

Do you remember how to make slanted lines?

This letter makes the sound “m-m-m.”

Let’s practise printing the capital letter **M**.

(Demonstrate and practise.)

See how to make the lower-case letter **m**.

First, make one line down. (Demonstrate.)

Next, lift your pencil and make a bump.

Then lift your pencil and make another bump.

Now you print the lower-case letter **m**. (Practise.)

Materials

Thematic Assignment Booklet

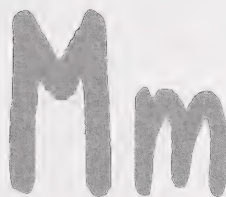


Turn to Thematic Assignment Booklet 1A, and follow the directions to complete Day 7: Printing Mm.

If your student is not yet ready to use lines as shown in Day 7: Printing Mm, do the assignment on an unlined sheet of paper with a base line.

Note: If you find that your student needs more practice before doing the assignment, have the student paint the letters or print them on the base line with a felt pen, crayon, or pencil. The student can then concentrate on letter shape, rather than on fitting letters between lines.

The student could also shape the letters with modelling clay to develop a feel for the form of the capital and lower-case letters **Mm**.



Materials

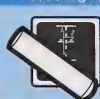
Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, and open to page 17. Read the rhyme that emphasizes the sound of the letter **m**. Then follow the instructions to complete the page. Let the student work as independently as possible.

Activities

Teaching Tip



Mark the completed phonics page with your student to provide immediate feedback. Have the child make corrections, if necessary. Mark corrections with a different-coloured pen so the teacher will get a clear understanding of the student's progress.

Day 7 • Circus Sensations

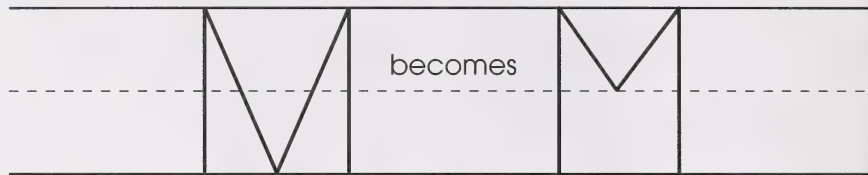
Materials

Phonics Book



Turn to page 18 in *Level A: Modern Curriculum Press Phonics*. The student will notice that some of the picture words start with sounds other than the letter **m**. The ability to differentiate between sounds, or **auditory discrimination**, is required for this activity.

Note: The capital letter **M** is printed differently in the phonics book. Explain that this is another way to print **M** but that the student will print this letter as shown here. Use a felt pen to change the sample letter M on page 18 of the phonics book.



You might need to help your student by clearly pronouncing the names of the pictures and helping isolate the beginning sound for each word.

Encourage independent work as much as possible. If your student is not yet able to discriminate letter sounds, use the material more as a teaching tool than as a practice activity.

Materials

Student Folder



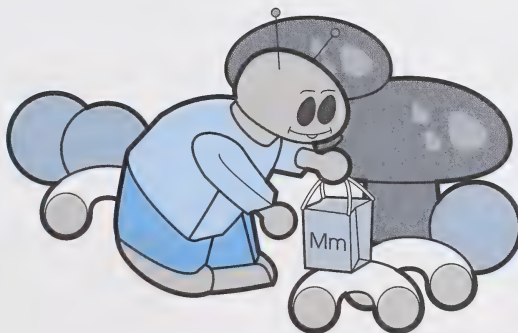
Print the student's name and day (M1D7) at the top of page 17, and then place phonics pages 17 and 18 in the Student Folder.



Enrichment (optional)

1. If your student enjoys a hands-on approach to learning, gather items that begin with the letters **m**, **s**, and **t**, and place them in a container.

Label three paper bags with **m**, **s**, and **t**. Have your student select an item from the container, name it, and put it in the bag with the correct beginning letter for that word.



2. Ask your student to print the names of objects that begin with the letter **m**. Sound out the words, letter by letter or sound by sound. Remember, some sounds, such as **sh** or **th**, are shown with two or more letters. For this exercise, accept your student's spelling of sounds not yet studied.

Materials

Home Instructor's Manual



For now, expect your student to correctly spell sounds that have been studied. Make a note of sounds that the student does not yet know and introduce those in the context of reading and writing when the time is appropriate. Refer to the Spelling section of the Home Instructor's Manual for further guidance.

Music and Movement

Time recommended: 15–20 minutes

Activities

Teaching Tip



If the weather is favourable, try a walk or outdoor play for your morning break. Whether inside or outside, do an **aerobic exercise** such as walking, running, swimming, dancing, or biking. Aerobic activities increase the body's consumption of oxygen.

Explain to your student the benefits of physical fitness to both mental and physical health. As people exercise, they improve the **respiratory**, or breathing, functions and the **circulatory**, or blood-pumping, functions of their bodies.

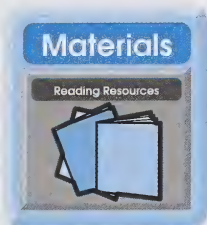
Physical activity also relieves stress and improves mental alertness. Research has shown that children and adults alike perform better mentally when they engage in daily physical exercise.

The home instructor is encouraged to take part in daily physical activity with the student. Children imitate our interest or lack of interest in many activities and will also follow our example in being physically active or inactive.



Language Arts

Reading



Turn to the Contents in the *Collections* book *One in the Sun*, and help your student locate the story “I Spy.” Ask which page the story is on, and have the student find it. Look at page 9 to discuss the following:

- the name of the author
- the name of the photographer
- the fact that photos rather than drawings are used
- a comparison of photos on page 9 to drawings on page 8

Use the following script as a guide.

Look at each picture in this story.

Who are the people in the pictures? (children)

How many children are there? (four)

Are some of the children in more than one picture? (yes)

What are they doing? (putting on a show or skit)

What do the words I **spy** mean? (I see.)

Yes, **spy** is another word for **see**.

Let’s read the story to see what they are doing.

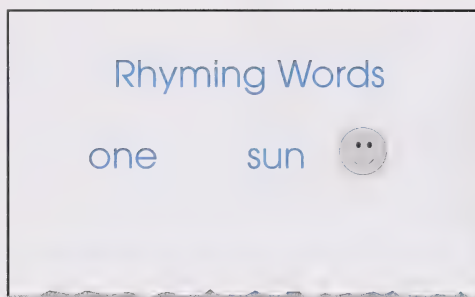
Encourage the child to read as independently as possible. Then discuss.

Did you hear any rhyming words? (yes)

Give some examples of rhyming words in the story. (one, sun; two, shoe; three, tree; four, door)

Day 7 • Circus Sensations

Read the story again, emphasizing the rhyming pairs. Then make a chart with words and numbers or pictures, similar to the example that follows.



You could prepare to read or act out a skit from this story for Sharing Time.

Pocket Chart Activity

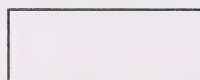
Before you begin prepare five identical phrase strips.

At the circus, I can see

At the circus, I can see

At the circus, I can see

Also collect five blank word strips, five cards with only a period on them, and the Circus Sights web chart from Day 6.



Proceed with the script that follows.

We discussed that to spy something means to see it.

Let's go on an imaginary trip to the circus.

What will we see there?

Last day we made a web chart of circus sights.

This chart will help us now. (Look at the web chart.)

What can you see at a circus?



Write your student's responses on blank word cards. For example,

an elephant

a ringmaster

a tiger

Show how to make a sentence in the pocket chart by placing the beginning phrase "At the circus, I can see" on the left side and the ending on the right side. Complete the sentence with "an elephant," for example. Explain that a period is a mark to show that the sentence is complete.

At the circus, I can see	an elephant	.
At the circus, I can see	a tiger	.

Create a few more sentences using the word and phrase strips in the pocket chart. Remind your student to look over the Circus Sights web chart to find words that would fit in each sentence.

Have your student manipulate the strips to facilitate learning. Remind the child to end each sentence with a period.

Leave the sentences in the pocket chart for Writer's Workshop.

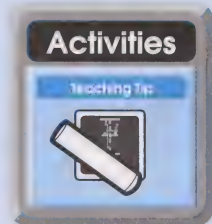
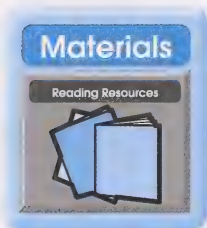
Writer's Workshop

Today, your student will begin creating a book. Show the cover of a picture book. Point out that the cover has three parts.

- a title
- a picture
- the names of the writers

Your student will start by making a title page and possibly a first inside page.

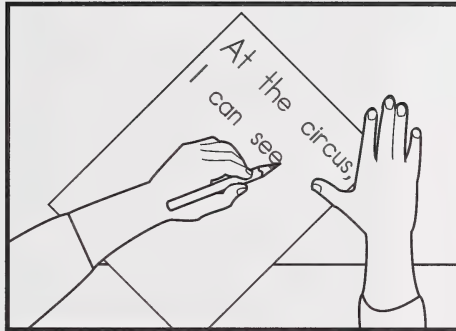
On an unlined paper, help your student design a cover similar to the one you are looking at. Encourage the student to include the three parts listed above. Use the title **At the Circus**.



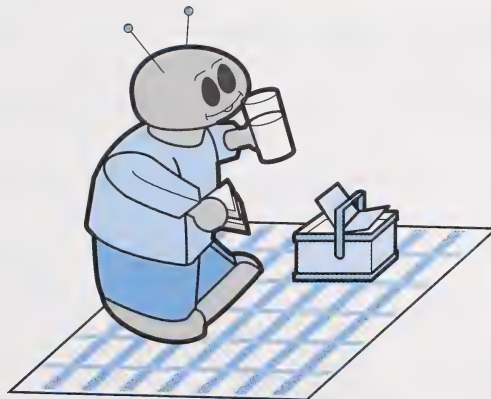
Motivate the student to do well, but be supportive rather than overly critical. Keep in mind that first writing attempts are like the first steps or first words of a toddler.

If your student shows motivation to continue, then begin the first page. Draw attention to the sentences in the pocket chart. Have the student select one for the book and copy this sentence neatly at the top of a page. Starting at the top seems to work better for beginning writers, who often run out of space when they begin near the bottom of the page.

Have the student illustrate the sentence. Explain that work on the booklet will continue in Day 8.

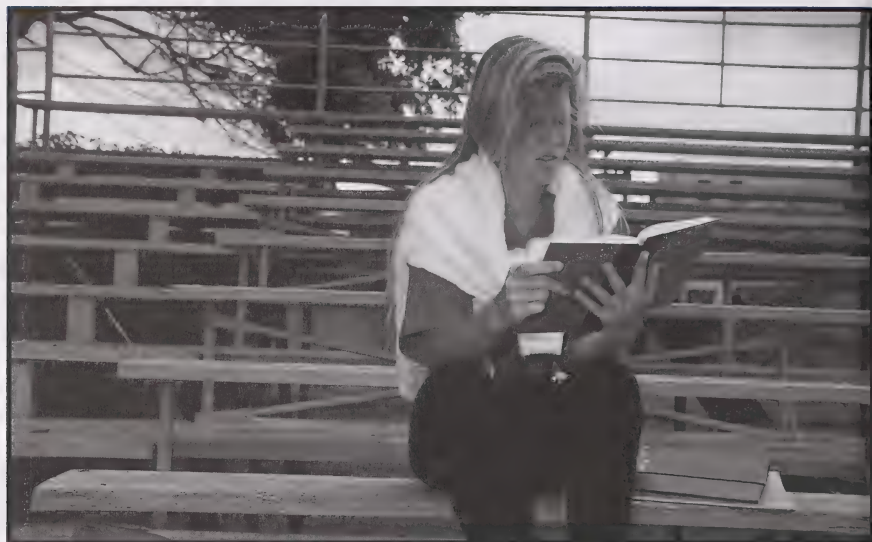


Take a lunch break. Then have a sensational afternoon!



Silent Reading

Time recommended: 5–10 minutes

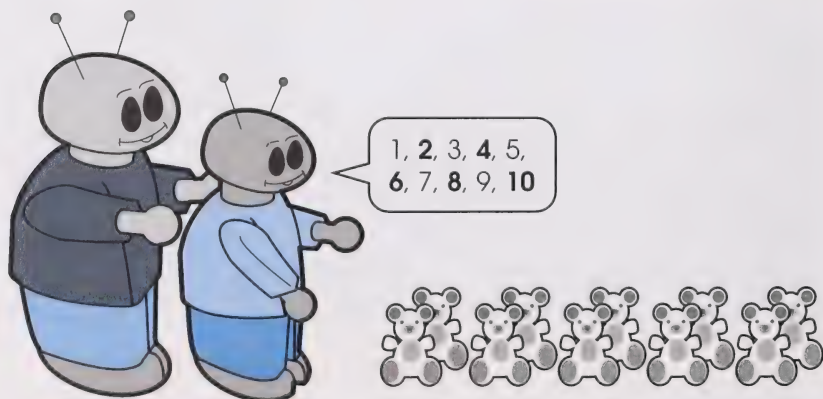


As mentioned in Day 4, young children are impressionable and will naturally imitate the behaviours of people they love and admire.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 7.



Project Time

Time recommended: 50 minutes

Activities

Teaching Tip



Encourage use of all the senses to help your student make imaginary adventures come to life. The more realistic an experience is, the more interested and involved the student becomes. Broaden the student's background to assist in reading, writing, and other learning activities. As the student **smells, feels, sees, tastes, and hears**, provide descriptive words to tell about each experience. Learning to observe with the senses is part of the science curriculum.

Note: Either Project Choice requires supervision because heat is involved. Even microwave popcorn, handled improperly, can cause a serious burn. You could do both projects if you have time.

Project Choice 1: Popcorn

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1A, and read the directions for Day 7: Observing Changes. Study a kernel of unpopped corn for size, shape, colour, texture, taste, and smell.

Fill in the chart with the student's words while guiding observations before and after the corn is popped.



If you have a popcorn maker, you could pop a big bowl of popcorn. With microwave popcorn, you can enjoy the finished project, but the student will not be able to discover the characteristics of the unpopped corn.

Lead your student to make observations in the following ways.

Let's measure a kernel of dried corn.

What colour is it?

Describe its shape.

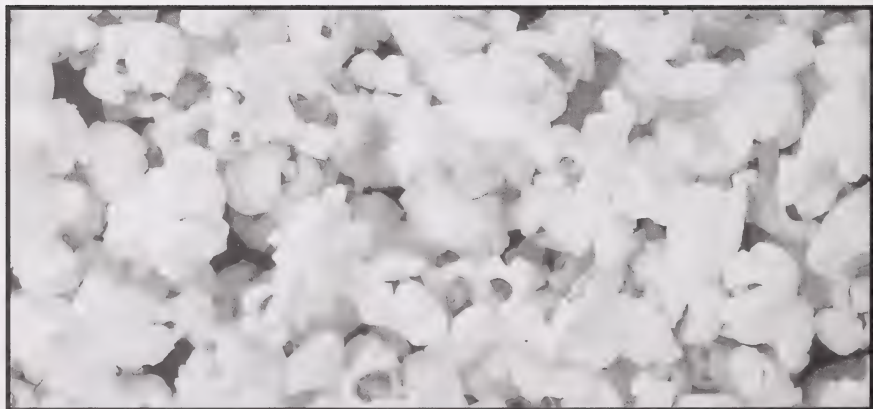
What does it feel like?

What does it smell like? (This might be easier if the student smells a container full of kernels.)

Guide the student to observe what happens when heat is applied. After the corn has popped, discuss and chart how the characteristics of the kernel have changed.

Your student will appreciate the sound and smell of popcorn while it's popping. Encourage the child to imagine these sights, sounds, and smells as part of the circus.

Finally, your discussion can include the taste of popcorn and how it feels in the mouth as it is chewed. Use descriptive words as you explore the sensations of popping and eating popcorn.



Enrichment (optional)

Experiment by adding butter, salt, or other flavours to your popcorn. Then your student can observe more changes in colour, taste, and aroma.

Project Choice 2: Caramel Apples

Materials

Thematic Assignment
Booklet

Turn to Thematic Assignment Booklet 1A to begin or continue Day 7: Observing Changes. Study a caramel candy for size, shape, colour, texture, taste, and smell. Fill in the chart with the student's words while guiding observations before and after preparing the caramel apples.



Caramel Apples

Wash five apples, and cut off the stems and bottom ends. Empty one package of caramel candies, approximately 450 g, into a double boiler or a microwave-safe bowl. Add 30 mL water. Heat on the stove top or in a microwave oven, stirring frequently with a wooden spoon until the mixture is melted and smooth.

Meanwhile, insert a wooden craft stick firmly into each apple. Keeping the caramel sauce warm, dip each apple into the mixture. Use a spoon to cover the entire apple with sauce. Remove the apple from the sauce, and set it on wax paper to cool until the coating is firm.

Enrichment (optional)

To read more about apples, turn to the back cover of the Collections book *Up the Hill*. Here you will find what Samiha, a Grade One student, wrote about apples.

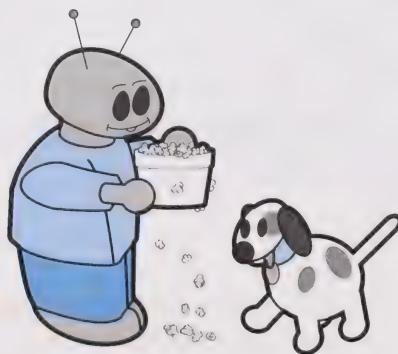
Sharing Time

Time recommended: flexible



Your student could help prepare a meal with a circus flavour. Involve the student and others in planning and cooking foods suggested at the beginning of Day 7. Such an event could be as simple or elaborate as you wish. Have a sensational time!

You could include a skit of the story “I Spy” as well.



Let's Look Back

Time recommended: 10 minutes

Use some of the following questions to help your student think about personal learning and personal goals.

What was your most enjoyable activity today?

What was the most difficult thing today?

How could you make that activity easier next time? (practise, plan ahead, try again)

What could you do next day to learn more?
(sit still, co-operate, try harder, hold my pencil looser)

Think about a plan that will help you become an even better student.



You might plan to put more details in your drawing.

Day 7 • Circus Sensations

What would be a good plan for you?

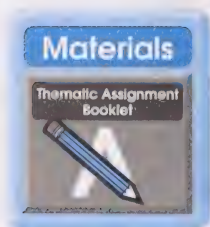
Let's write your plan down and post it where we can see it.



Make encouraging comments. Following are a few examples, if your student is not sure what is expected.

You could say, "I will pay closer attention to how things look."

You might say, "My plan is to hold my pencil in the correct hand position."

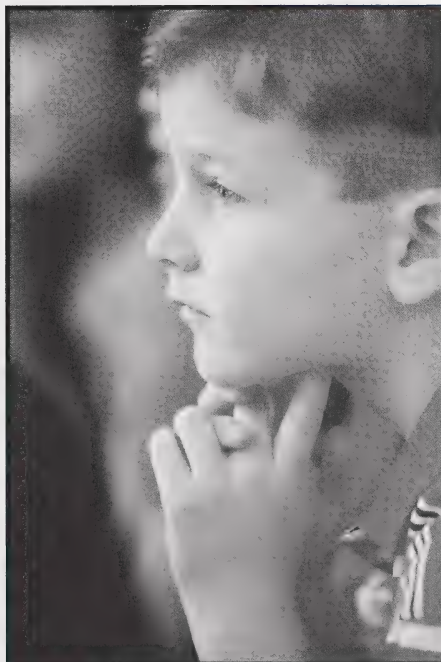


Note: The correct way to hold a pencil was outlined in Day 2, Language Arts, under the Printing activity.

Turn to Thematic Assignment Booklet 1A, and complete Day 7: Learning Log.

Story Time

Time recommended: flexible



You have been observing things today. A girl named Shawna-Lee observed things that are pink. To read her story, turn to the back cover of the *Collections* book *One in the Sun*.

Congratulations on finishing Day 7!
Next day, you will consider circus sounds.

You are getting closer to Day 9, when you might prepare the first materials to send to your teacher.

Hear the Circus!

Today, the student will tune in to the sounds of the circus and other sounds. Often, people are surrounded by so much sound that they learn to tune out many noises. This ability can be an advantage, but it can also be a loss. Encourage your student to use the sense of hearing to appreciate music, listen to conversation, and understand the environment.



Today you'll listen to develop awareness as Peter Ustinov shares his love of music, as you read the story "Bang, Buzz, Twang," and as you hear sounds in your world. The student will think of circus sounds to add to a chart.

A new activity today is Health and Life Skills, right before lunch. You'll begin with a study of grain products.

To continue the booklet *At the Circus*, your student will produce both art and writing. In Project Time, you'll have several options for three-dimensional animals or circus scenes. Your student could display today's projects at your culminating event.



How does your student respond to music?



What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- other individualized materials

Language Arts

- word boxes and blank index cards
- one small apple
- “Bang, Buzz, Twang” from the *Collections* book *I’m Busy*
- Thematic Assignment Booklet 1A – Day 8: Circus Sounds

Music and Movement

- “Music Is Everywhere” from the audiocassette *The Orchestra*
- audiocassette player

Health and Life Skills

- *Canada’s Food Guide*
- Thematic Assignment Booklet 1A – Day 8: Grain Products

Silent Reading

- favourite reading material

Math Time

- See Mathematics Module 1, Day 8.

Project Time

Project Choice 1: Paper Animals

- scraps of fabric, trim, yarn, or wrapping paper
- cardboard or stiff paper

Project Choice 2: Modelled Animals

- commercial or homemade modelling clay (see recipe in Home Instructor’s Manual for ingredients)

Project Choice 3: Recycled Animals

- cardboard, paper tubes, small boxes, or egg cartons
- tempera or spray paint
- scraps of yarn, fabric, and paper

Project Choice 4: My Circus

- small juice cans, paper rolls, or cardboard

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 5 minutes

Refer to your Calendar Time Teaching Notes for suggested activities.



Focus for Today

Today's focus is on the **ability to listen**, particularly to music and information about music. There is no Learning Log today.

Language Arts

Time recommended: 35 minutes

Word Study

Set out your word boxes. Without saying the following words, print them on coloured index cards.

yellow

a

see

Is your student able to read these words at a glance? If so, have the child place the cards in the personal word bank. Your student may recall the word **yellow** from Reading in Day 1.

Materials

Home Instructor's Manual

Strategic One

If your student is not yet able to read the three words, refer to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual for ways to teach word recognition.

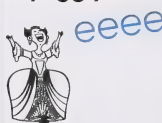
Note: During Phonics today, you'll discuss the "short a" sound as in today's word **a** and last day's word **can**.

Print today's three words on the chalkboard or paper so you can add underlining and special marks without writing on the actual flash cards.

Point out the **ee** letter combination, refer to this as the **squiggly ee's**, a term children seem to remember.

ee

squiggly ee's



Pull your lips back and make an exaggerated "ee-ee" sound.



Underline letter combinations such as the squiggly ee's when you introduce new words.

see

Enrichment (optional)

If your student recognizes today's words without having to sound them out, challenge the child to pick two other words related to the module On with the Show! Print these on white index cards and place them in the New Words Box.

Phonics

Activities

Teaching Tip



Children generally make more mistakes when reading vowels than when reading consonants because vowels are more difficult for some children to hear. As a result, the phonics program began with consonants rather than vowels.

However, some children do learn vowels more easily than others do, and knowing vowel sounds does help with independent reading. You'll introduce the "short vowel sound" of the letter **a** today.

To learn any sound, listen closely and make an association with the sound. "Short a" is the sound heard at the beginning of the word **apple**. Have your student eat a small apple while practising this sound, to associate the "short a" sound with the beginning sound of apple.

When you review the "short a" sound in future, cup your hand to your mouth as though eating an apple and say "a" (short sound).



Materials

Home Instructor's Manual



Your student will gradually learn about vowels in the other modules of this program. For more information on vowels, refer to Phonics in the Home Instructor's Manual. Also see the Key Words and Actions Guide from the Appendix of the Home Instructor's Manual.

Day 8 • Hear the Circus!

Today, introduce the student to a few words and a sentence that use the “short a” sound.

Have your student read the following, offering help as needed. Remind the child to cup a hand to the mouth as though eating an apple, while saying the “a” sound.

a

at

mat

sat

cat (The child may need help with the “k” sound of c.)

A cat sat on a mat.



Music and Movement

Time recommended: 20–30 minutes



The sense of hearing is a wonderful gift we could take for granted. Unless your student knows someone who is hearing impaired, the child may not be aware that some people have difficulty hearing.

If hearing loss is a new concept for your student, explain that some people are born without hearing. Others lose hearing because of infection, injury, or exposure to loud noise.

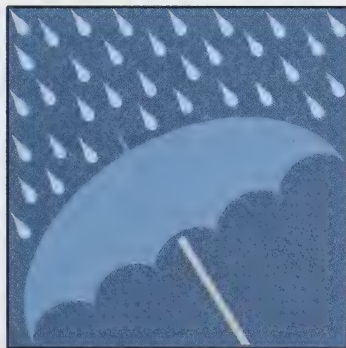
Explain that a person working in a noisy environment—around loud machines, for example—must wear ear protection to avoid harm to the sense of hearing.

Very loud music can also damage hearing. Turning the volume up too high, particularly while wearing earphones, can permanently affect a person's hearing.

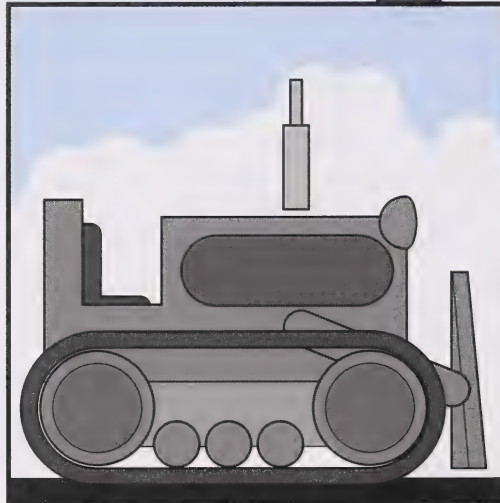
Remind your student that each person has only one pair of ears, so it's important to take good care of them.



Listen to “Music Is Everywhere,” the first section of the audiocassette *The Orchestra* with Peter Ustinov. Mr. Ustinov points out that even environmental sounds can be musical. Whether we listen to singing, the wind, or the rain, we may think of sounds as music.



After the tape segment, take your student outside with a pencil and notepad. Listen quietly to every sound you hear—machines, voices, weather sounds, animal sounds, and so on. Listen with eyes open and then with eyes closed.



Have your student identify each particular sound, and record each on your notepad. Challenge the child with questions that are suited to your surroundings, such as the following.



What kind of machine do you hear?

Does it sound like it's working hard?

Does it sound like it's working well?

How could you tell by the sound if the machine was not working well?

Does the machine sound close or far away?

Which direction is the sound coming from?

What animal do you hear?

What kind of noise is the animal making?

Is it a loud noise or a soft noise?

Does the animal sound close or far away?

Which direction is the sound coming from?

How do you think the animal is feeling?

Suit these and other questions to the sounds you hear. Do the same activity inside the house, using inside noises.



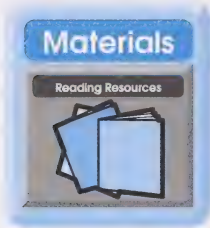
Enrichment (optional)

Later in the day, listen to familiar voices from another room, on the phone, or from a distance. Then try to identify who is speaking.

Language Arts

Time recommended: 60–90 minutes

Reading



Turn to the story “Bang, Buzz, Twang” in the *Collections* book *I’m Busy*. Prepare for reading by asking your student about the illustrations on each page.

Who is in the picture?

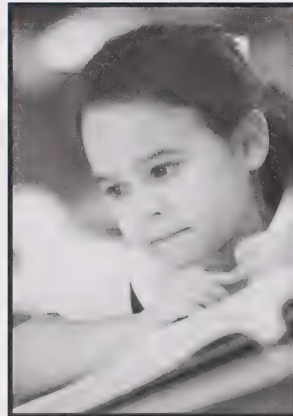
What is that person (are those persons) doing?

What word describes the sound made?

For the last page of the story, ask the following as well.

Why is the child asking for quiet?

Do you sometimes like quiet when you are doing school work? always? sometimes? Why?



Time for quiet work

Go back to the beginning of “Bang, Buzz, Twang.” Read the title and show where to begin reading the story. Track the text as you read. Some students may be able to read the story independently.

Remind the student about your discussion of the pictures.

Were you right about the pictures?

Did the pictures give you an idea of what the story would be about?

Did looking at the pictures help you understand the story?

Good for you! Studying the pictures is a good reading strategy.

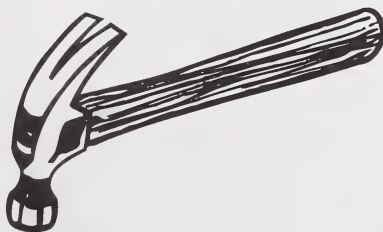
Look at the story again.

Show me some words you can figure out by looking at the pictures.

Remember, beginning sounds can help you, too.

If the student does not do this easily, point to words such as these:

- Bang!
- hammer
- carpenter
- house

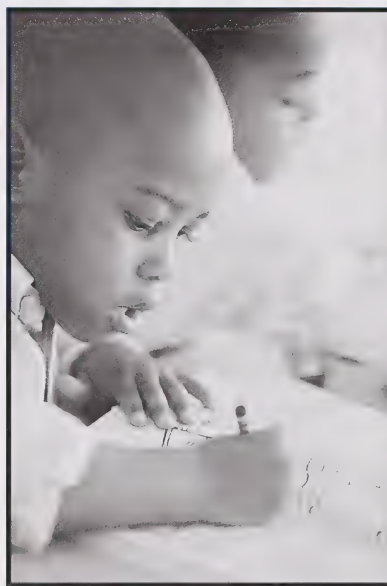




Encourage independent reading with the following cues:

- picture cues
- phonetic cues, such as beginning sounds
- meaning cues

Read the story one more time, pausing so that the student can read some words.

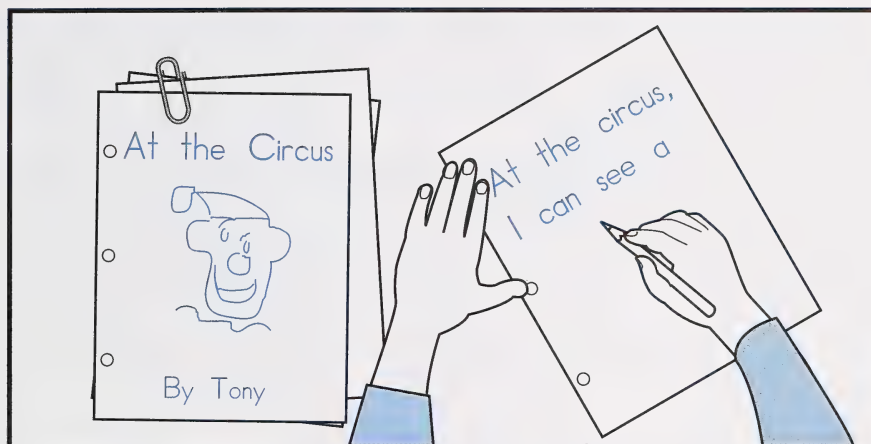


Writer's Workshop

Remind your student of the goal set during Let's Look Back of Day 7. If this goal has anything to do with writing, discuss it now.

Last day, your student made a cover page and perhaps an inside page for a booklet, *At the Circus*.

To continue, have your student copy the pattern sentence again on a sheet of unlined paper, as shown on the following page.



Your student may already have decided how to complete the sentence. If so, the child may do so and then draw a suitable picture. If the student hasn't thought of an ending, refer to the Circus Sights web chart from Day 6.



Encourage your student to work carefully on the page. Say that the book can be a keepsake to share with family and friends and perhaps read at your final program.

Day 8 • Hear the Circus!

Next, change your focus to circus sounds.

What can you **hear** at the circus?

Use the following pattern sentence, and have your student illustrate it.

At the circus, I can hear _____.

So far, the booklet should have two pages of circus sights and one of circus sounds. On Day 9, the student will add one final page.

Note: If your student would benefit from breaking the writing into two sessions, do the hearing page later today or on Day 9 when you are finishing up Module 1A.

Enrichment (optional)

An eager student could choose to do three pages of circus sights and two or three of circus sounds. Encourage excellence in printing and drawing details. Quality is preferred over quantity.



Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 1A, and follow the directions to complete Day 8: Circus Sounds.

Health and Life Skills

Time recommended: flexible

Do this activity before your lunch break. Focus on the grain products food group today.

For lunch, people often eat a sandwich, a hot dog, a hamburger, pasta, or some other food made with grain. Grain foods include the following:

- pasta
- crackers
- rice, cornmeal, bran
- hot and cold cereals
- buns, bagels, biscuits, pitas, tortillas
- pancakes, waffles, muffins, croissants
- bread products made from various types of flour



Note: Other baked goods—such as cakes, pies, doughnuts, and cookies—are not included, because of their high fat and sugar content in proportion to their grain content.

Materials

Home Instructor's Manual



Remove *Canada's Food Guide* from the Appendix of the Home Instructor's Manual or you could get a colour version from your local health unit. Refer your student to the grain products arc of the rainbow. Grain products make up the biggest curve of the rainbow to show that everyone should eat more daily servings of food from this group than from any other.

A minimum of 5 and a maximum of 12 servings of grain products are recommended each day. A younger child requires the minimum number.

The carbohydrates in breads, cereals, and pasta give your body energy to move and live. An easy way for your student to remember this is to call grain products **go foods**.

Day 8 • Hear the Circus!

fibre: a tough part of grains, fruits, and vegetables

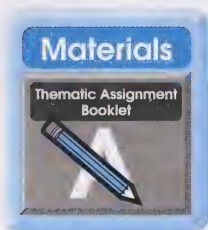
Brown bread, bran muffins, brown rice, and some cereals also provide **fibre**, which is important to the digestive system.

Discuss the following with your student.

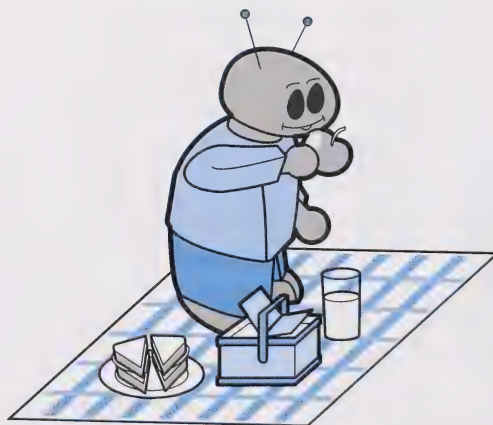
Did you eat any of these products this morning for breakfast or snack?

What are you having for lunch today?

Will you eat something from this food group for lunch or for dinner (supper)?



Turn to Thematic Assignment Booklet 1A, and begin Day 8: Grain Products. Use the first page of *Canada's Food Guide* as a reference to record which grain products your student has eaten today. Refer to the second page of the food guide to determine the number of servings. Complete this page later today, if necessary.



Have a good, healthy lunch!

Silent Reading

Time recommended: 5–10 minutes



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 8.

Project Time

Time recommended: 50 minutes

- Project Choice 1: Paper Animals
- Project Choice 2: Modelled Animals
- Project Choice 3: Recycled Animals
- Project Choice 4: My Circus

Help your student plan the project choice, organize materials, and clean up.

Project Choice 1: Paper Animals

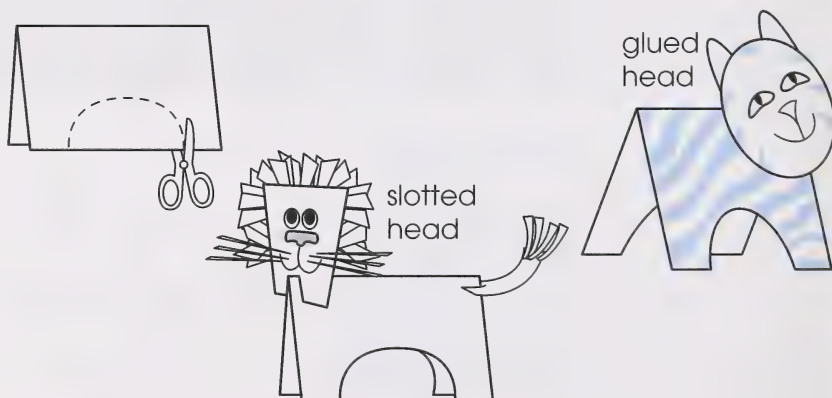
In this project, the student will manipulate scissors and paper to create circus animals.

Help your student fold a sheet of construction paper in half, use a bowl to trace a half-circle on the edges opposite the fold, and cut out the shape.

From another piece of construction paper, cut a circle, square, or triangle measuring about 13 cm for the animal's head. Glue the head in place or make a notch, as in the illustrations.

Add features made from construction paper, wrapping paper, fabric trim, or yarn.

Your student could make one or two more of these animals. Staple or glue finished figures onto stiff paper so they will stand up.



Project Choice 2: Modelled Animals

In this project, the student will use commercial or homemade modelling clay to make animals.

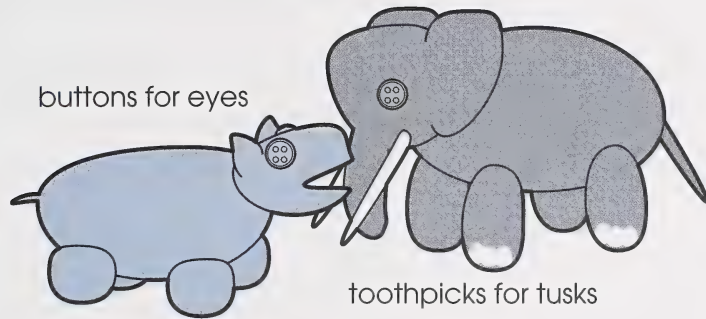
Materials

Home Instructor's Manual



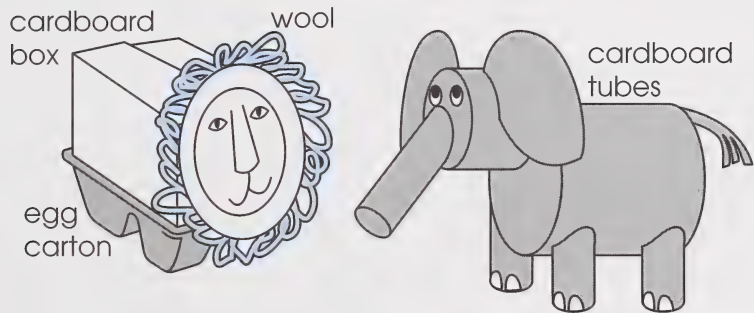
Use the recipe from the Home Instructor's Manual if you decide to make your own modelling clay. Your student could do the measuring and mixing but will need your help with cooking.

Modelling clay is good for making thick, solid animals, such as an elephant or a hippopotamus.



Project Choice 3: Recycled Animals

Ask your student to look at items that can be recycled, such as egg cartons, small boxes, paper tubes, and cardboard pieces, and think of ways to make certain animals. Here are ideas to get you started.



Staple, glue, or tape pieces together. Paint with tempera or spray paint. Spray paint works best but needs close supervision. Complete your animals with scraps of yarn, paper, or fabric.

Project Choice 4: My Circus

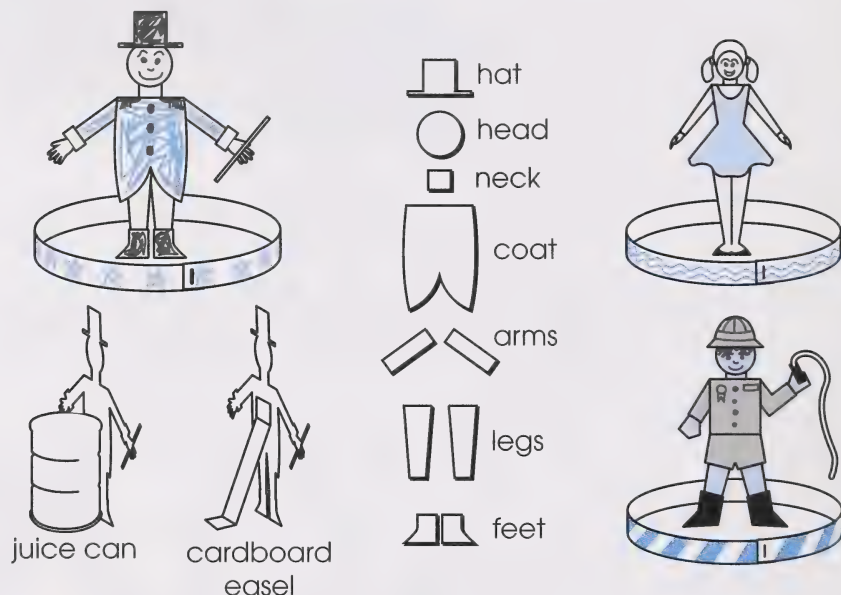
In this project, your student will construct circus rings and some circus performers. See examples that follow. Complete the circus with animal figures.

For each ring, cut a strip of construction paper about 2.5 cm by 45 cm. Decorate using crayons or felt markers. Glue ends together to make the ring. Make two or three rings.

Day 8 • Hear the Circus!

Make a ringmaster from coloured construction paper cut in geometric sections and glued together. Glue the completed figure to a small juice can, paper roll, or folded piece of cardboard to make it stand.

Follow the same procedure to create other figures, for example a lion tamer, a clown, or an acrobat.



Sending in a figure from today's activity is optional. If a completed project is flat and easy to mail, your student's teacher would appreciate a chance to see it. A photograph is another possibility. Be sure to label any project that you submit.

Sharing Time

Time recommended: flexible

Your student could show the circus figures from Project Time, read one of the module stories, or share the sounds discovered in Music and Movement.

Let's Look Back

Time recommended: 10 minutes

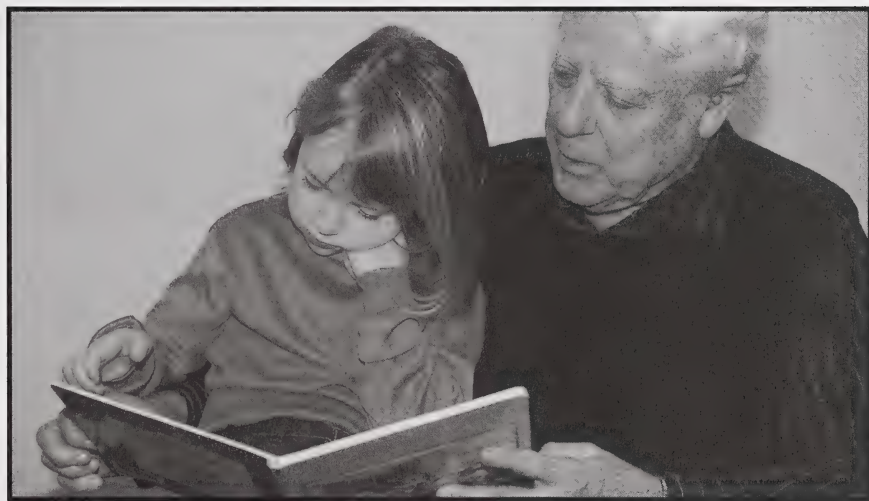
Remind your student of the goal set during Day 7. Ask the following.

Were you able to do what you set out to do?

Discuss how the student was able or unable to carry out the plans from Day 7. If necessary, reset the goal for next day. Discuss other aspects of the day, such as a favourite activity, difficult activity, or areas to work on. There is no Learning Log for Day 8.

Story Time

Time recommended: flexible



Congratulations on completing Day 8. Next day, you will learn what it takes to be a clown.

Making a Clown

Day 9 is the halfway point of your module On with the Show! At the end of the today you will be able to gather all of the items to submit to the teacher.



Children are generally intrigued by clowns. Today, your student will read about clowns and learn to do clown tricks.

During Project Time, which is an optional activity today, the student can make food clowns with nutritious ingredients. Encourage creativity during the food preparation and a sense of responsibility by having the student help clean up afterwards. Preview the suggested projects and check your supplies. You could offer your student the option of making enough clown snacks to surprise others at Sharing Time. If so, you'll need to help.

As part of science and art, your student will hear the terms **primary colour** and **secondary colour**. The student is already familiar with the primary-colour words—**red**, **blue**, and **yellow** when using pigments. Today, you'll introduce the word **orange**. Through simple activities, the student will see that orange is a combination of the primary colours red and yellow.

primary colour: one of the three colours that can be mixed together to make any other colour. Red, yellow, and blue are the primary colours in pigments; in light, they are red, green, and blue.

secondary colour: a colour formed when two or more primary colours are mixed

What You Need Today

General Supplies

- box of required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and blank index cards
- Thematic Assignment Booklet 1A
– Day 9: Printing Pp
- *Level A: Modern Curriculum Press Phonics* book, pages 55 and 56
- pages for booklet At the Circus
- ribbon or yarn (optional)

Music and Movement

- clown clothes and wig (optional)
- small table, bench, or chair to crawl under and over

Health and Life Skills

- *Canada's Food Guide*
- Thematic Assignment Booklet 1A
– Day 9: Vegetables and Fruits

Silent Reading

- favourite reading material

Math Time

- See Mathematics Module 1, Day 9.

Project Time

Project Choices 1, 2, 3, and Enrichment

- see individual choices for suggested ingredients

Story Time

- mutually chosen reading material

Items for Mailing

- checklist at the end of Thematic Assignment Booklet 1A

Activities

Calendar Time



Calendar Time

Time recommended: 5 minutes

Refer to the Calendar Time Teaching Notes for suggestions.

Focus for Today

The emphasis today is on **fitness**, including both nutrition and physical activity. You'll focus on the vegetables and fruit food group and encourage healthful food choices. There is no Learning Log for today.



Start the day with good food.

Language Arts

Time recommended: 35 minutes

Word Study



Colour words are effective to begin an early reading vocabulary because they capitalize on the student's ability to notice visual details. Some suggestions in the Word Box Teaching Notes focus on this, while others use a phonetic approach and develop the student's ability to associate sounds with letters.

Some children learn better by one method than the other, but it is important for students to develop skills in both phonics and sight vocabulary. A child needs both visual and auditory skills to become a good reader.

Before a student knows all the sounds of letters and combinations in the English language, sight vocabulary gets the child started. Look at the word **clown**, for example. Your student may not know all of the letter combinations in this word but might be able to remember it by its shape, as shown below.

clown

Students can build up a **sight vocabulary** while learning the **phonics skills** needed to sound out new words. Eventually, the sounded-out words become familiar as well. Once a word is quickly recognizable, it becomes part of a person's sight vocabulary.

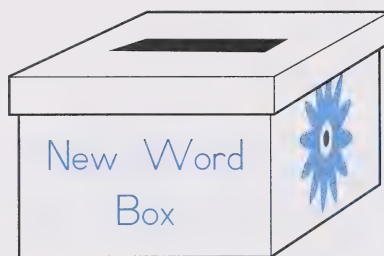
A mature reader relies on sight words to make reading efficient and fluent. With practice, a reader develops this fluency and comprehension because gradually, sounding out each word becomes unnecessary.

Take out the word boxes.

Print the words **an** and **orange** on coloured index cards. If your student is able to recognize the words quickly, place the cards in the personal word bank.

Day 9 • Making a Clown

Practice is needed if the student is not able to recognize the words. Place such cards in the New Word Box.



Colours

Be sure that the student uses wax crayons for this colour activity, rather than pencil crayons, felt pens, or paints.



You have read the colour words **red**, **yellow**, and **blue**.

These three are **primary colours**, or colours that have not been mixed with other colours.

Colour a patch of yellow crayon on a plain paper.

Guess what colour the patch will become if you colour over it with a red crayon. (Wait for the student's answer.)

Colour over the yellow patch with a red crayon.

What colour is the patch now? (**orange**)

Was your prediction right?

Red and yellow make orange.

Two primary colours mix to make one new **secondary colour**.

The two primary colours red and yellow mix to make the new secondary colour orange.

What are primary colours? (colours that have not been mixed)

What are secondary colours? (colours that have been mixed from two primary colours)

Why is orange a secondary colour? (because it is made by mixing yellow and red)

The student will learn more about secondary colours and work on a Colour Wheel Chart in Day 10.



Phonics

Introduce the sound of the letter **p** as a beginning consonant, using some or all of the following strategies.

- Place your student's hand in front of your lips and say the "p" sound. The child will feel the air pop out of your mouth. Have the student try the "p" sound with hands in front of his or her own mouth. The key word is **pop**.



Day 9 • Making a Clown

- Say four words, of which three begin with **p** and one does not. See the following examples.

pop	pen	big
pat	fun	pig
man	push	pan
pond	pull	pot

Ask your student to say the one that begins differently. Do this for several groups of words.

- Recite a rhyme that contains the sound of **p**. Ask your student to pick out the **p** words. An example follows.

**P is for Polly
And p is in pop.
You'll even use p
To end the word "stop."**

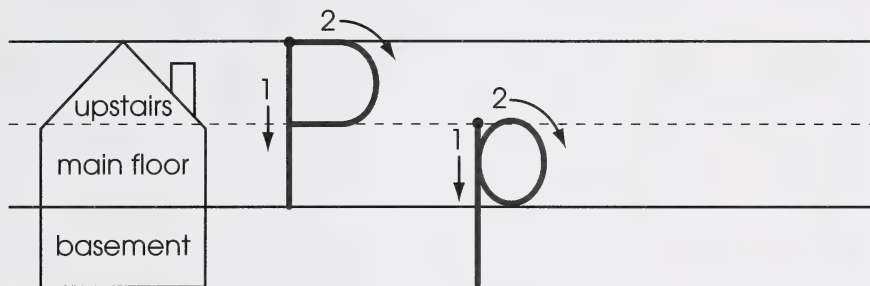


Ask your student to repeat the rhyme independently.

- Find items in your work area that begin with the "p" sound, and say their names aloud.
- Print the heading **Pp** on the chalkboard. With input from your student, list words that begin with the "p" sound. Look for **p** words on the charts in your work area.

Printing

Ask your student to print the letters **Pp** on the chalkboard or unlined paper with a base line.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 1A, and follow the directions to do Day 9: Printing Pp.

Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, page 55. Read the poem at the top of the page. Reread it slowly, asking your student to put a hand to the mouth for each word that begins with a “p” sound. Allow the student to finish the page as independently as possible.

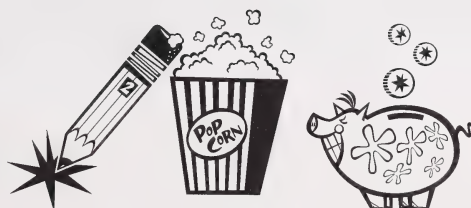
Next, follow the directions to do page 56.

Materials

Student Folder



Remove this two-page sheet from the phonics book. Print your student's name at the top of page 55 and then place the sheet in the Student Folder.

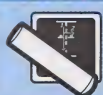


Music and Movement

Time recommended: 10–15 minutes

Activities

Teaching Tip



Today's physical activities are based on objectives in developmentally appropriate movement activities from the physical education program.

Your student will begin to

- perform a variety of actions that move the whole body
- demonstrate a variety of body shapes while moving
- demonstrate a variety of body shapes while still and balancing
- combine simple movement sequences
- improve physical fitness through vigorous and continuous activities
- understand personal and general space
- co-operate with others
- experience success and enjoyment through movement
- appreciate the performance of self (and possibly others)



Try some of the following clown acrobatics. If your student wears clown clothes and a wig, make sure there is no danger of tripping. A big pair of shoes, for example, is not a good idea at this time.

Guide your student as follows.

Find your own space where you won't bump into anything. I'll find my space.

Clowns must be good acrobats. Let's try some acrobatics.

Move like a big clumsy clown. For example, walk with big, long, heavy steps, as if you have big shoes on.

Move like a small, dainty clown. For example, with light, short steps.

Move fast, as if you are looking for something.

Go slowly, as if you are very tired.

Start moving. I will say when to stop and start. When I say "Stop," you must stop at once.

Pretend you are a clown attached to a leash that I hold. Ready? Let's go!



Activities

Teaching Tip



The last activity will teach the student to respond to **stop** and **go**, which trains in body awareness and listening skills.

A stop-and-go activity is effective preparation for many sports.

Day 9 • Making a Clown

Get a chair, bench, or small table that your student can crawl under and over. Select from or adjust the following script to suit the capabilities of your student.



For these tricks, I will be the ringmaster and give the clown orders.

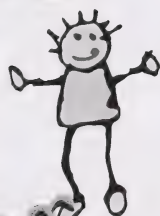
Jump up high. Then slip under the chair. Then jump up on the other side. Finally, go back in the other direction.



Slither like a snake across the floor. Go in the opposite direction. Go under the chair. Then go over the chair.



Roll up like a ball. Rock and roll around the floor.



Hop. Then slide while standing up. Then jump.

Here's the last trick:



- Stretch really tall on your feet, arms up high. Hold that position for a moment.
- Lie down and stretch out with arms up over your head. Stay that way for a little while.
- Curl up. Hold that shape.
- Make your body really wide. Hold again.
- Make your body narrow. Wait a while.
- Stand up, twist, and then bow to the audience.



How did it feel to try some clown tricks?

Language Arts

Time recommended: 60 minutes

Reading

Now you will hear an **article**, or information piece, about clowns.

Listen for new things about clowns.

Read the following article to your student.

===== How Clowns Become Clowns =====

Did you know that clowns can be anybody? They can be mothers or fathers, uncles or aunts. You could be a clown, if you wanted.

How do people become clowns? They go to clown school. They learn to do acrobatics and to tumble and fall without getting hurt. They learn to juggle and do other tricks.

Each clown makes up certain tricks that no one else knows. Each clown designs a funny face, hair, and clothes that no other clown can copy. Then each clown has a special look and special tricks.

If you went to clown school, what tricks would you want to learn? What face would you make up for yourself? What costume would you design?

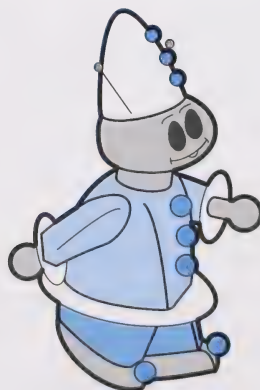
=====



Discuss the following.

What new things did you learn about clowns from this article?

You'll now write and draw about clowns in Writer's Workshop.



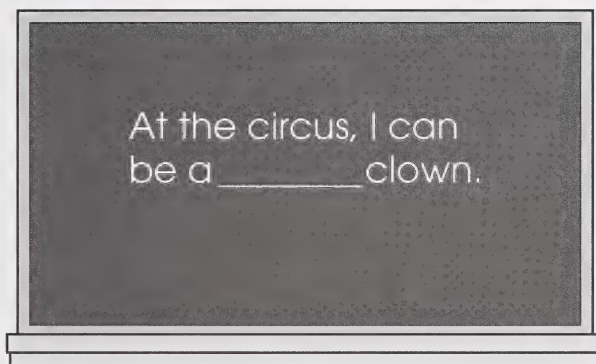
Writer's Workshop

Today, your student will think about becoming a clown and make the last page of the booklet *At the Circus*.

Reread the article "How Clowns Become Clowns." Discuss the last paragraph. Then read today's pattern sentence.

At the circus, I can be a _____ clown.

Print this sentence on the chalkboard or a piece of paper. Point out that the missing word is a **describing** word. Ask what type of clown the student would like to be—happy, sad, funny, dancing, or quiet, for example.



Have the student copy the pattern sentence at the top of an unlined paper, fill in the blank, and draw a picture to show how such a clown would look and act.

Help your student bind all the pages of *At the Circus* into a booklet with staples, ribbon, or yarn. Have your student read the completed booklet to you. Recognize this accomplishment with comments such as the following:

- You have good reason to be proud of your work.
- You must be excited to have done such a great job!



Suggest that this booklet would be suitable for Sharing Time or for your future program. Label the booklet with M1D9. After Sharing Time, place it in the Student Folder.

Congratulations on completing a project that took you several days.



Health and Life Skills

Time recommended: flexible

Today's emphasis is on fitness, including both physical activity and nutrition. You could go for a walk or bike ride during your lunch break.

What's on your menu for lunch? Are there some vegetables and fruits—essential parts of a healthful diet? Foods from this food group provide vitamins and minerals that your body needs. Sometimes called **glow foods**, vegetables and fruit make your body glow with good health.

Look at *Canada's Food Guide*, pointing out the vegetables and fruit on the second-largest arc of the rainbow. Note the suggestion to choose dark green and orange vegetables and orange fruit more often.



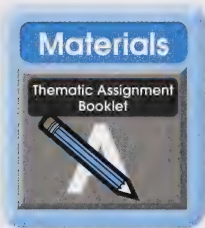
On the second page, notice that five to ten servings from this food group are recommended each day. Young children can choose the lower number. Does your student eat as many vegetable and fruit servings as advised?

Prepare your student for the assignment as follows.

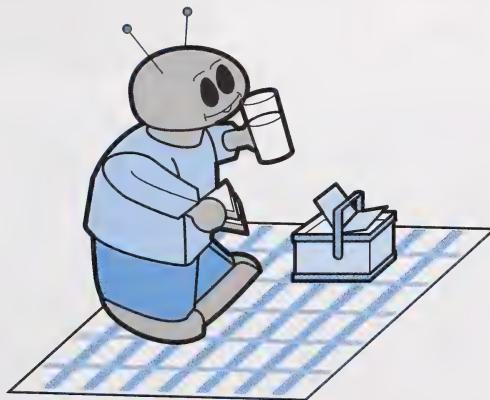
What will you have for lunch today?
Look in the fridge to see what vegetables and fruits are there.

Did you eat any food from this food group for breakfast or morning snack?

What vegetables and fruits could you plan for supper?



Turn to Thematic Assignment Booklet 1A, and begin Day 9: Vegetables and Fruits. Use the first page of *Canada's Food Guide* as a reference to record which vegetables and fruits your student has eaten so far today. Refer to the second page of the food guide to determine the number of servings. Complete this page later today, if necessary.



**You must be ready for lunch by now.
Have a good break.**

Day 9 • Making a Clown

Scheduling Note: Afternoon activities, except for Math Time, are optional. You could use the time for completions, review, or gathering materials.

Silent Reading

Time recommended: 5–10 minutes



Is your student enjoying silent reading? Continue to model silent reading, discourage interruptions, and share after the reading. Ask the student about what was read.

Your student may ask about unfamiliar words. Remind the child to look at the pictures and beginning sounds to get clues. After Silent Reading, help your student decode words using this method.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 1, Day 9.

Project Time

Time recommended: 50 minutes



This project would provide an enjoyable learning experience, but if you need time to finish, review, or gather materials, you could omit it or save it for another time.

Project Time allows the student to plan, carry out a project, clean up afterwards, and share something personally made. Today's project is an edible clown.

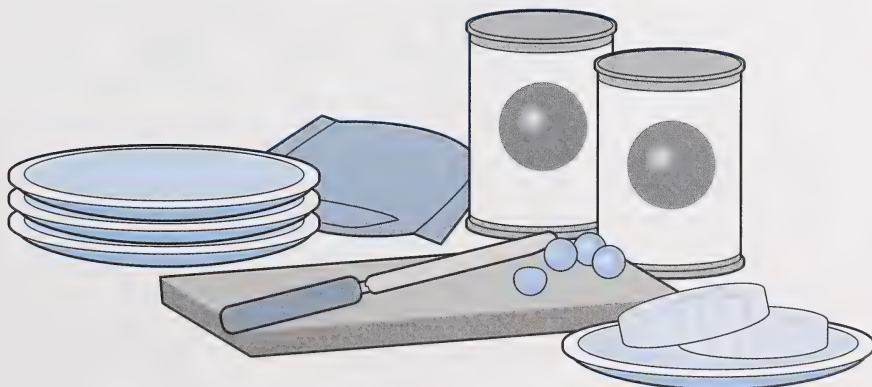
First, discuss what the student has learned about clowns today. Help your student think about clown faces.

Can you remember some things you discovered about clowns?

One thing you learned was that every clown has a different face.

Can you think of a clown face to make?

You can make a clown to eat.



Day 9 • Making a Clown

Display some ingredients, and plan your clown on paper. Discuss clean-up before you begin. Your student can decide which type of clown to design.

- Project Choice 1: Fruit Clown
- Project Choice 2: Vegetable Clown
- Project Choice 3: Snack Clown

Base your decision on the following:

- availability of ingredients
- taste preferences
- nutritional value
- whether the clown will be a snack, side dish, or dessert

You could make a special clown for each of several people, thus emphasizing that each clown is unique. The instructions that follow are suggestions only.

Project Choice 1: Fruit Clown

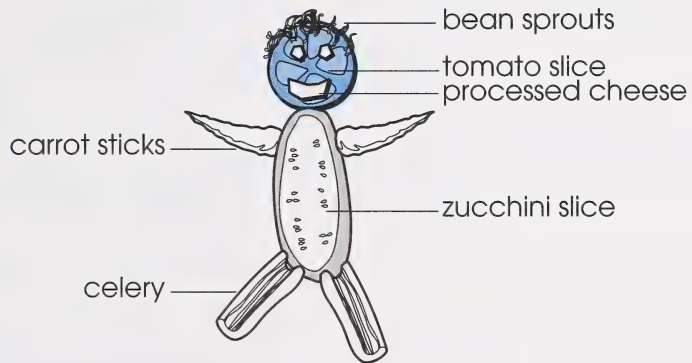
Place a canned pear or peach half on a dessert plate. Create an imaginative clown face using some of the following ingredients:

- | | |
|----------------------------|-----------|
| • dried fruit | • nuts |
| • pineapple chunks | • grapes |
| • maraschino cherries | • raisins |
| • mandarin orange segments | • coconut |



Project Choice 2: Vegetable Clown

Arrange a clown figure on each plate, using a variety of vegetables. For example, use a tomato slice for a face; use a lengthwise slice of cucumber or zucchini for a body; use celery sticks for arms and legs; make a wig of green sprouts, parsley, or grated cheese.



Project Choice 3: Snack Clown

Decorate one round cracker or rice cake for each clown face. Spread the surface with soft cream cheese, any other cheese spread, or peanut butter. Invent a face with vegetable shavings, pickles, olives, sausage slices, cherry tomatoes, or cheese.



Your student could make clowns ahead of time, cover them, and save them in the refrigerator for later. Encourage the student to clean up as planned and then serve the snacks to others.

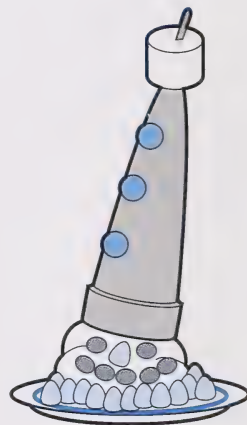
If you have a camera, the child's teacher would appreciate a photograph of the food clowns. Since this might be a send-in day, you could submit the photo with later assignments.

Enrichment (optional)

Dessert Clown

Place a scoop of ice cream on a dessert plate. Turn an ice cream cone upside down on top. Make hair and a face from coconut, chocolate chips, marshmallows, raisins, nuts, dried fruit, canned fruit, candies, cherries, grapes, or baking sparkles and trims.

Draw and label a diagram of any clown snack as another practical learning experience. You could send this to the teacher as an alternative to a photograph.



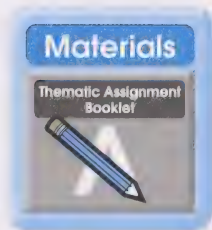
Sharing Time

Time recommended: flexible

At least four projects would be interesting to share today:

- a clown routine from Music and Movement
- clown information learned during Reading
- a reading of the booklet *At the Circus*
- clown foods from Project Time, possibly served at a meal

Any of these could become part of your culmination activity. If you're having guests, they might really enjoy the clown recipes.



Did you add the vegetables and fruit that you ate in clown form to Day 9: Vegetables and Fruit in Assignment Booklet 1A?

Perhaps your clown snacks and Sharing Time today will feel like a mini-celebration of the fact that you have finished the first half of Module 1: On with the Show!

Let's Look Back

Time recommended: 10 minutes

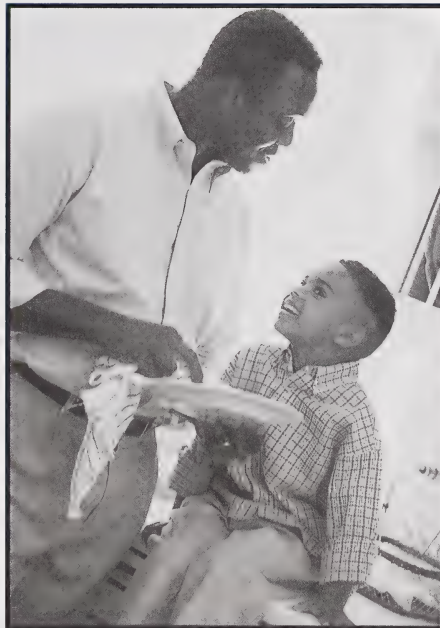
Talk about today's activities with the following questions.

Did you like doing the clown acrobatics?
Why? (Or, why not?)

Did we spend too much time or too little time
on acrobatics? How could we change that
part of the day for next time?

When we did the cooking, do you think we
prepared healthy or unhealthy food? Explain
why you think that way.

What did you think about cleaning up after
cooking?



There is no Learning Log for Day 9.

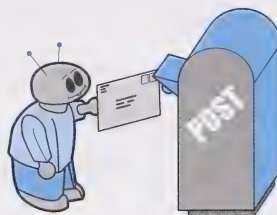
Day 9 • Making a Clown

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 1A, and find the Student Folder Items checklist. Use it to gather the required materials from your Student Folder. Submit these items to your student's teacher for marking at the time the teacher has requested them.



Story Time

Time recommended: flexible



Next day, you'll begin the second half of the module, On with the Show!, with some "Clowning Around!"

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